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|  | pbl\_m0\_l0\_00.xml |  |
| pbl\_m0\_l0\_00.xml\_1\_str | Intel® Teach Elements |  |
| pbl\_m0\_l0\_00.xml\_2\_str | A series of 21st Century Short Courses |  |
| pbl\_m0\_l0\_00.xml\_3\_str | Project-Based Approaches |  |

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|  | pbl\_m0\_l0\_00\_01.xml |  |
| pbl\_m0\_l0\_00\_01.xml\_1\_str | Paul Otellini on Intel’s Commitment to Education |  |
| pbl\_m0\_l0\_00\_01.xml\_2\_str | Intel is pleased to provide this online course content at no charge to teachers, because we believe quality education is the foundation for opportunity and innovation. |  |
| pbl\_m0\_l0\_00\_01.xml\_3\_str | Paul S. Otellini |  |
| pbl\_m0\_l0\_00\_01.xml\_4\_str | President and Chief Executive Officer |  |
| pbl\_m0\_l0\_00\_01.xml\_5\_str | Intel Corporation |  |

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|  | pbl\_m0\_l0\_01.xml |  |
| pbl\_m0\_l0\_01.xml\_1\_str | Welcome to Orientation |  |
| pbl\_m0\_l0\_01.xml\_2\_str | Welcome to Project-Based Approaches. |  |
| pbl\_m0\_l0\_01.xml\_3\_str | If you are new to projects, this course is for you! If you are an experienced project-based teacher, this course is for you! If you are somewhere between being a novice and an experienced project-based teacher, this course is for you! Project-Based Approaches is an interactive e-learning experience that offers an in-depth look at project-based learning in the classroom.<br><br>In this e-learning experience, you will encounter helpful ideas and prepare to try new approaches in your classroom. |  |
| pbl\_m0\_l0\_01.xml\_4\_str | Click <b>Next</b> (the forward arrow in the lower right-hand corner) to continue to <b>Lesson 1</b>. |  |
| pbl\_m0\_l0\_01.xml\_5\_str | Audio accompanies some portions of the course as indicated by this icon. |  |

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|  | pbl\_m0\_l1\_a1\_01.xml |  |
| pbl\_m0\_l1\_a1\_01.xml\_1\_str | Course Introduction |  |
| pbl\_m0\_l1\_a1\_01.xml\_2\_str | This course provides you with the information and tools you need to engage your students in projects that enhance their learning. |  |
| pbl\_m0\_l1\_a1\_01.xml\_3\_str | 1. |  |
| pbl\_m0\_l1\_a1\_01.xml\_4\_str | 2. |  |
| pbl\_m0\_l1\_a1\_01.xml\_5\_str | Roll over <b>each statement</b> to learn more about what the course offers. |  |
| pbl\_m0\_l1\_a1\_01.xml\_6\_str | When you are finished, click <b>Next</b> to continue to <b>Lesson 2</b>. |  |
| pbl\_m0\_l1\_a1\_01.xml\_7\_str | See a variety of projects and explore the characteristics and benefits of projects. |  |
| pbl\_m0\_l1\_a1\_01.xml\_8\_str | Project Basics |  |
| pbl\_m0\_l1\_a1\_01.xml\_9\_str | In an introduction to projects, you have an opportunity to explore the characteristics and benefits of projects. You also get a sense of what makes a project approach different from a more conventional approach. |  |
| pbl\_m0\_l1\_a1\_01.xml\_10\_str | Learn how to use project design steps to plan projects. |  |
| pbl\_m0\_l1\_a1\_01.xml\_11\_str | Project Planning |  |
| pbl\_m0\_l1\_a1\_01.xml\_12\_str | Using project design steps and planning tools, you identify what you want your students to learn, choose a project that will accomplish your goals, and begin to think about what a project will look like in your classroom. |  |
| pbl\_m0\_l1\_a1\_01.xml\_13\_str | Integrate assessment throughout projects to ensure student success. |  |
| pbl\_m0\_l1\_a1\_01.xml\_14\_str | Project Assessment |  |
| pbl\_m0\_l1\_a1\_01.xml\_15\_str | In this course, you see how teachers, peers, and students themselves use assessment throughout projects to provide feedback and monitor progress on content knowledge and 21st century skills. |  |
| pbl\_m0\_l1\_a1\_01.xml\_16\_str | Learn how to successfully manage a project-based classroom. |  |
| pbl\_m0\_l1\_a1\_01.xml\_17\_str | Project Management |  |
| pbl\_m0\_l1\_a1\_01.xml\_18\_str | While the day-to-day details of project work can seem overwhelming, this course models and suggests helpful strategies and tools. |  |
| pbl\_m0\_l1\_a1\_01.xml\_19\_str | Plan instruction to support student learning. |  |
| pbl\_m0\_l1\_a1\_01.xml\_20\_str | Project Instruction |  |
| pbl\_m0\_l1\_a1\_01.xml\_21\_str | The 21st century skills, such as collaboration and critical thinking, are essential for project success. In this course, you learn how to provide students with instruction to improve their learning processes and thinking skills. |  |
| pbl\_m0\_l1\_a1\_01.xml\_22\_str | Close X |  |

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|  | pbl\_m0\_l2\_a1\_01.xml |  |
| pbl\_m0\_l2\_a1\_01.xml\_1\_str | Course Structure |  |
| pbl\_m0\_l2\_a1\_01.xml\_2\_str | Project-Based Approaches includes five modules. Each module takes approximately one hour of e-learning. You will spend additional time applying the concepts while working on Action Plan activities. |  |
| pbl\_m0\_l2\_a1\_01.xml\_3\_str | Each module has 3 to 6 lessons, and each lesson is further divided into activities. Activity work involves a variety of application experiences, such as writing learning objectives, creating assessments, organizing technology use, and developing lessons. |  |
| pbl\_m0\_l2\_a1\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |

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|  | pbl\_m0\_l2\_a2\_01.xml |  |
| pbl\_m0\_l2\_a2\_01.xml\_1\_str | Navigation Tools |  |
| pbl\_m0\_l2\_a2\_01.xml\_2\_str | Navigation features are located at the bottom of the screen. Course materials are accessed at the top of the screen. When you finish reviewing this, click <b>Next</b>. |  |
| pbl\_m0\_l2\_a2\_01.xml\_3\_str | Checklist for offline activities |  |
| pbl\_m0\_l2\_a2\_01.xml\_4\_str | List of downloadable files |  |
| pbl\_m0\_l2\_a2\_01.xml\_5\_str | Selected terms and definitions |  |
| pbl\_m0\_l2\_a2\_01.xml\_6\_str | Navigation Guide |  |
| pbl\_m0\_l2\_a2\_01.xml\_7\_str | Close course |  |
| pbl\_m0\_l2\_a2\_01.xml\_8\_str | Course progress |  |
| pbl\_m0\_l2\_a2\_01.xml\_9\_str | Menu with links to course content |  |
| pbl\_m0\_l2\_a2\_01.xml\_10\_str | Audio on and off |  |
| pbl\_m0\_l2\_a2\_01.xml\_11\_str | Replay screen |  |
| pbl\_m0\_l2\_a2\_01.xml\_12\_str | Next and back |  |
| pbl\_m0\_l2\_a2\_01.xml\_13\_str | Pause |  |

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|  | pbl\_m0\_l2\_a2\_01\_old.xml |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_1\_str | Navigation Tools |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_2\_str | Use the following tools to navigate the course. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_3\_str | At the bottom of the screen, you can click the <b>Next</b> arrow at any time to move to the next screen. Clicking the <b>Back</b> arrow takes you to the previous screen. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_4\_str | An audio button appears when audio is available. You can click the <b>Audio</b> button to turn the audio on or off. You can replay the audio by clicking the <b>Replay</b> button. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_5\_str | At any time, you can click the <b>Menu</b> button. The Menu window displays the module, lesson, and activity names. It also shows your lesson and activity progress for each module. You can click an activity name to navigate directly to that activity. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_6\_str | Course progress is also indicated at the bottom of each screen by a progress bar. Course progress is automatically captured and saved when you click <b>End Session</b> and leave or turn off your computer. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_7\_str | The items at the top of the screen link to the following:<br><br><li>Action Plan: A checklist for the activities<br>Resources: Downloadable documents used throughout the course<br>Glossary: Terms referenced in the course<br>Help: A navigation guide<br>End Session: Ends the course, but saves your work</li> |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_8\_str | If you need assistance while you are working in the course, click <b>Help</b>. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_9\_str | 1. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_10\_str | 2. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_11\_str | Open the <b>Course Specifications</b> document to read more about technical requirements for the course. (If you are using a Firefox browser and would like to see downloadable documents in a new window instead of a new tab, then you will need to change your settings. Go to Tools > Options > Tabs and click “a new window” option.) |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_12\_str | When you are ready click <b>Next</b> to continue to Lesson 3. |  |
| pbl\_m0\_l2\_a2\_01\_old.xml\_13\_str | Course Specifications |  |

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|  | pbl\_m0\_l3\_a1\_01.xml |  |
| pbl\_m0\_l3\_a1\_01.xml\_1\_str | Interactivity |  |
| pbl\_m0\_l3\_a1\_01.xml\_2\_str | Project-Based Approaches is interactive. Throughout the course, instructions appear when you need to interact with the course. |  |
| pbl\_m0\_l3\_a1\_01.xml\_3\_str | 1. |  |
| pbl\_m0\_l3\_a1\_01.xml\_4\_str | 2. |  |
| pbl\_m0\_l3\_a1\_01.xml\_5\_str | 3. |  |
| pbl\_m0\_l3\_a1\_01.xml\_6\_str | 4. |  |
| pbl\_m0\_l3\_a1\_01.xml\_7\_str | 5. |  |
| pbl\_m0\_l3\_a1\_01.xml\_8\_str | 6. |  |
| pbl\_m0\_l3\_a1\_01.xml\_9\_str | 7. |  |
| pbl\_m0\_l3\_a1\_01.xml\_10\_str | Click the <b>laptop</b> and roll over the <b>other images</b> to learn more about the interactivity of the course. |  |
| pbl\_m0\_l3\_a1\_01.xml\_11\_str | Click <b>Next</b> to continue to <b>Lesson 4</b>. |  |
| pbl\_m0\_l3\_a1\_01.xml\_12\_str | Computer Mouse |  |
| pbl\_m0\_l3\_a1\_01.xml\_13\_str | You already took advantage of one of the interactive elements of the course when you used a <b>rollover</b> to learn more about what the course offers. |  |
| pbl\_m0\_l3\_a1\_01.xml\_14\_str | Glossary |  |
| pbl\_m0\_l3\_a1\_01.xml\_15\_str | Throughout the course, you can click underlined terms to see a glossary with definitions. |  |
| pbl\_m0\_l3\_a1\_01.xml\_16\_str | Question |  |
| pbl\_m0\_l3\_a1\_01.xml\_17\_str | The question mark symbol indicates an exercise that might include self-check assessments and quizzes, matching exercises, and drag-and-drops. |  |
| pbl\_m0\_l3\_a1\_01.xml\_18\_str | Audio icon |  |
| pbl\_m0\_l3\_a1\_01.xml\_19\_str | Narration is used in selected places throughout the course. Use the audio button in the lower navigation to turn the sound on or off. |  |
| pbl\_m0\_l3\_a1\_01.xml\_20\_str | Slider bar |  |
| pbl\_m0\_l3\_a1\_01.xml\_21\_str | Narrated conversation occurs throughout the course. You can drag the arrow to control the conversation. |  |
| pbl\_m0\_l3\_a1\_01.xml\_22\_str | Resources tab |  |
| pbl\_m0\_l3\_a1\_01.xml\_23\_str | The Resource tab includes Word and PDF documents used throughout the course. It also includes a References document with complete citations for research. Resource documents may be closed after viewing or saved to a Course Folder on your desktop. |  |
| pbl\_m0\_l3\_a1\_01.xml\_24\_str | Computer |  |
| pbl\_m0\_l3\_a1\_01.xml\_25\_str | You will also be prompted at times to click words and images throughout the course to follow a dialogue or explore information further <br>in a pop-up window.<br><br>Click <b>Close</b> to close the pop-up window and return to your regular screen. |  |
| pbl\_m0\_l3\_a1\_01.xml\_26\_str | Close X |  |

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|  | pbl\_m0\_l4\_a1\_01.xml |  |
| pbl\_m0\_l4\_a1\_01.xml\_1\_str | Your Turn |  |
| pbl\_m0\_l4\_a1\_01.xml\_2\_str | The Action Plan provides optional activities to help you further explore the course material and apply the concepts to your own teaching. |  |
| pbl\_m0\_l4\_a1\_01.xml\_3\_str | 1. Click the <b>Action Plan</b> document to learn more. |  |
| pbl\_m0\_l4\_a1\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m0\_l4\_a1\_01.xml\_5\_str | Action Plan |  |
| pbl\_m0\_l4\_a1\_01.xml\_6\_str | The Action Plan activities throughout this course support the application of project-based learning concepts to your curriculum.<br><br><li>Action Plan prompts may require creating or saving documents to a Course Folder on your desktop. Be sure to note in your Action Plan how you plan to use the documents.<br><br>Action Plan work is the most relevant part of this course to your teaching practice. You will probably spend 1 to 2 hours in each module working on your Action Plan.<br><br>Some Action Plan items ask you to do work on one of your projects. You may choose to add project-based approaches to an existing unit or improve a project. </li> |  |
| pbl\_m0\_l4\_a1\_01.xml\_7\_str | Close X |  |

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|  | pbl\_m0\_l4\_a1\_02.xml |  |
| pbl\_m0\_l4\_a1\_02.xml\_1\_str | Your Turn |  |
| pbl\_m0\_l4\_a1\_02.xml\_2\_str | Action Plan Activity |  |
| pbl\_m0\_l4\_a1\_02.xml\_3\_str |  |  |
| pbl\_m0\_l4\_a1\_02.xml\_4\_str | To prepare for Action Plan activities, complete the following steps:<br><br>Create a folder on your desktop called Course Folder.<br><br>Open one of the <b>Action Plan</b> templates (either the writable PDF or Microsoft Word® version) and save it to your Course Folder.<br><br>During the course, you will be typing in the Action Plan. If you are using the PDF version, make sure you have the latest Adobe Reader. Download it <a href="http://get.adobe.com/reader/" target = "\_blank"><u>here</u></a>.<br><br>After you complete Action Plan activities, be sure to check them off on the checklist in the Action Plan tab.<br><br>In the next screen, you will meet Abe. Abe's Action Plan is included throughout the course as a sample. You will see his progression on the Action Plan at the end of each module. His final Action Plan is available in Resources under Action Plans.<br><br>Click <b>Next</b> to continue to <b>Lesson 5</b>. |  |
| pbl\_m0\_l4\_a1\_02.xml\_5\_str | <br><br><br>1.<br><br>2.<br><br><br>3.<br><br><br><br>4.<br><br><br>5.<br><br><br><br><br>6. |  |
| pbl\_m0\_l4\_a1\_02.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m0\_l4\_a1\_02.xml\_7\_str | PBL Action Plan |  |
| pbl\_m0\_l4\_a1\_02.xml\_8\_str | OR |  |

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|  | pbl\_m0\_l5\_a1\_01.xml |  |
| pbl\_m0\_l5\_a1\_01.xml\_1\_str | Abe and Maria Meet |  |
| pbl\_m0\_l5\_a1\_01.xml\_2\_str | Throughout the course, you will meet many teachers and students. However, you will become most familiar with Abe and Maria as they discuss projects.<br><br>Take a moment to meet Abe and Maria. |  |
| pbl\_m0\_l5\_a1\_01.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m0\_l5\_a1\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to begin the course. |  |
| pbl\_m0\_l5\_a1\_01.xml\_5\_str | You can drag the arrow to control the conversation. |  |
| pbl\_m0\_l5\_a1\_01.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m0\_l5\_a1\_01.xml\_7\_str | Hi, I’m Abe. |  |
| pbl\_m0\_l5\_a1\_01.xml\_8\_str | And I’m Maria. Abe came to me recently because he is interested in using projects in his classroom, so I offered to mentor him. |  |
| pbl\_m0\_l5\_a1\_01.xml\_9\_str | I know that Maria does a lot of projects with her students, and I asked her if she could help me do a project in my classroom. Happily, she agreed. |  |
| pbl\_m0\_l5\_a1\_01.xml\_10\_str | I am excited about this, Abe. And you will be thrilled to see what projects mean for your students. |  |
| pbl\_m0\_l5\_a1\_01.xml\_11\_str | We’ll be checking back in often as Maria gives me advice and answers my questions about project-based learning. See you later! |  |
| pbl\_m0\_l5\_a1\_01.xml\_12\_str | We’ll see you again soon. |  |

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|  | pbl\_m1\_l0\_01.xml |  |
| pbl\_m1\_l0\_01.xml\_1\_str | Module 1: Projects Overview |  |
| pbl\_m1\_l0\_01.xml\_2\_str | Whether you are new to project-based learning or need a refresher course, this module introduces the principles of project-based learning. In this module, you will discover how projects can transform teaching and learning in your classroom. |  |
| pbl\_m1\_l0\_01.xml\_3\_str | 1. Roll over <b>each lesson title</b> to read the lesson objective.<br><br>2. Click <b>Next</b> to continue to <b>Lesson 1</b>. |  |
| pbl\_m1\_l0\_01.xml\_4\_str | Headphones/Speakers on! |  |
| pbl\_m1\_l0\_01.xml\_5\_str | Lesson 1: Project Basics |  |
| pbl\_m1\_l0\_01.xml\_6\_str | Understand the differences between a project-based approach and conventional classroom teaching. |  |
| pbl\_m1\_l0\_01.xml\_7\_str | Lesson 2: Project Benefits |  |
| pbl\_m1\_l0\_01.xml\_8\_str | Review the research-based benefits of project-based learning. |  |
| pbl\_m1\_l0\_01.xml\_9\_str | Lesson 3: Project Characteristics |  |
| pbl\_m1\_l0\_01.xml\_10\_str | Explore what successful projects have in common. |  |
| pbl\_m1\_l0\_01.xml\_11\_str | Lesson 4: Module Review |  |
| pbl\_m1\_l0\_01.xml\_12\_str | Reflect on learning and take a quiz. |  |

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|  | pbl\_m1\_l0\_02.xml |  |
| pbl\_m1\_l0\_02.xml\_1\_str | Comparison Chart |  |
| pbl\_m1\_l0\_02.xml\_2\_str | Examine a complete comparison chart of traditional vs. project-based instructional approaches. |  |
| pbl\_m1\_l0\_02.xml\_3\_str | 1. |  |
| pbl\_m1\_l0\_02.xml\_4\_str | 2. |  |
| pbl\_m1\_l0\_02.xml\_5\_str | Roll over the items in the <b>Project-Based</b> column to learn more. |  |
| pbl\_m1\_l0\_02.xml\_6\_str | When you are finished, click <b>Next</b> to continue to <b>Lesson 1</b>. |  |
| pbl\_m1\_l0\_02.xml\_7\_str | Traditional |  |
| pbl\_m1\_l0\_02.xml\_8\_str | Project-Based |  |
| pbl\_m1\_l0\_02.xml\_9\_str | Your Turn |  |
| pbl\_m1\_l0\_02.xml\_10\_str | Consider your own teaching. Record goals and current or expected challenges with using projects in Module 1, Lesson 1, Activity 3 of your Action Plan. |  |
| pbl\_m1\_l0\_02.xml\_11\_str | Teacher-centered |  |
| pbl\_m1\_l0\_02.xml\_12\_str | Student-centered |  |
| pbl\_m1\_l0\_02.xml\_13\_str | The classroom environment focuses on the learner. Students are engaged in learning, are motivated, and find projects relevant. |  |
| pbl\_m1\_l0\_02.xml\_14\_str | Teacher-directed |  |
| pbl\_m1\_l0\_02.xml\_15\_str | Self-directed |  |
| pbl\_m1\_l0\_02.xml\_16\_str | Students learn skills that help them monitor their learning so they do not need to rely on the teacher to direct learning. |  |
| pbl\_m1\_l0\_02.xml\_17\_str | Listen, memorize, repeat |  |
| pbl\_m1\_l0\_02.xml\_18\_str | Discover, apply, present |  |
| pbl\_m1\_l0\_02.xml\_19\_str | In projects, students learn through exploration, apply what they learn, and demonstrate their knowledge. |  |
| pbl\_m1\_l0\_02.xml\_20\_str | Independence |  |
| pbl\_m1\_l0\_02.xml\_21\_str | Collaboration |  |
| pbl\_m1\_l0\_02.xml\_22\_str | Students often work in groups during projects. |  |
| pbl\_m1\_l0\_02.xml\_23\_str | Teacher decision making |  |
| pbl\_m1\_l0\_02.xml\_24\_str | Students and teacher decision making |  |
| pbl\_m1\_l0\_02.xml\_25\_str | While the teacher facilitates project work, the students participate in making decisions about the project and applying decision making skills to their own work. |  |
| pbl\_m1\_l0\_02.xml\_26\_str | Knowledge of facts, terms, content |  |
| pbl\_m1\_l0\_02.xml\_27\_str | 21st century skills |  |
| pbl\_m1\_l0\_02.xml\_28\_str | Project work fosters 21st century skills, such as critical thinking, problem solving, decision making, and creativity. |  |
| pbl\_m1\_l0\_02.xml\_29\_str | Direct instruction |  |
| pbl\_m1\_l0\_02.xml\_30\_str | Varied instructional strategies |  |
| pbl\_m1\_l0\_02.xml\_31\_str | Teachers use a variety of teaching strategies, which may include direct instruction, to engage all learners. |  |
| pbl\_m1\_l0\_02.xml\_32\_str | Short, isolated lessons with predetermined answers |  |
| pbl\_m1\_l0\_02.xml\_33\_str | Long-term investigations |  |
| pbl\_m1\_l0\_02.xml\_34\_str | Students engage in an in-depth study of an open-ended topic. |  |
| pbl\_m1\_l0\_02.xml\_35\_str | Standards-based |  |
| pbl\_m1\_l0\_02.xml\_36\_str | When projects are designed, standards are selected first. |  |
| pbl\_m1\_l0\_02.xml\_37\_str | Assessment tests |  |
| pbl\_m1\_l0\_02.xml\_38\_str | Ongoing assessment |  |
| pbl\_m1\_l0\_02.xml\_39\_str | Assessment occurs at the beginning, middle, and end of projects, and is done by teachers, students, and peers. |  |
| pbl\_m1\_l0\_02.xml\_40\_str | School-based activities |  |
| pbl\_m1\_l0\_02.xml\_41\_str | Real-world connections |  |
| pbl\_m1\_l0\_02.xml\_42\_str | During projects, students may engage in a variety of real-world tasks, doing work that can be applied to the world outside the classroom. Project work often takes students out into the field and involves working with professionals. |  |
| pbl\_m1\_l0\_02.xml\_43\_str | Quizzes and tests |  |
| pbl\_m1\_l0\_02.xml\_44\_str | Reflection |  |
| pbl\_m1\_l0\_02.xml\_45\_str | Reflection is an important aspect of projects. Students reflect throughout project work, and especially at the end before moving to a different topic of study. |  |
| pbl\_m1\_l0\_02.xml\_46\_str | Close X |  |

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|  | pbl\_m1\_l1\_a1\_01.xml |  |
| pbl\_m1\_l1\_a1\_01.xml\_1\_str | What You Know |  |
| pbl\_m1\_l1\_a1\_01.xml\_2\_str | In the next few screens, discover what makes project-based learning an effective teaching strategy. |  |
| pbl\_m1\_l1\_a1\_01.xml\_3\_str | To begin, find out what you already know about project-based learning and what you would like to learn. |  |
| pbl\_m1\_l1\_a1\_01.xml\_4\_str | 1. |  |
| pbl\_m1\_l1\_a1\_01.xml\_5\_str | 2. |  |
| pbl\_m1\_l1\_a1\_01.xml\_6\_str | 3. |  |
| pbl\_m1\_l1\_a1\_01.xml\_7\_str | Click the <b>chart</b> to learn more about using a<br>Know-Wonder-Learn-How chart. |  |
| pbl\_m1\_l1\_a1\_01.xml\_8\_str | Open the <b>experienced</b> and <b>inexperienced</b> teachers' charts to review examples of K-W-L-H charts. |  |
| pbl\_m1\_l1\_a1\_01.xml\_9\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l1\_a1\_01.xml\_10\_str | Your Turn |  |
| pbl\_m1\_l1\_a1\_01.xml\_11\_str | Complete the first two columns of your Know-Wonder-Learn-How chart for Module 1, Lesson 1, Activity 1 of your Action Plan. |  |
| pbl\_m1\_l1\_a1\_01.xml\_12\_str | Know-Wonder-Learn-How chart |  |
| pbl\_m1\_l1\_a1\_01.xml\_13\_str | A <a href="asfunction:islAppRoot.launch\_glossary\_def,Know-Wonder-Learn-How chart"><u><b>Know-Wonder-Learn-How (K-W-L-H)</b></u></a> chart helps you think about what you already know about projects, consider what you would like to learn, and keep track of what you learn and how you learn it. Ideally, you will be able to answer all of your questions and address what you wonder by the end of the course. The chart can be revisited at any time to keep track of your knowledge. |  |
| pbl\_m1\_l1\_a1\_01.xml\_14\_str | K-W-L-H Chart Inexperienced Teacher |  |
| pbl\_m1\_l1\_a1\_01.xml\_15\_str | K-W-L-H Chart Experienced Teacher |  |
| pbl\_m1\_l1\_a1\_01.xml\_16\_str | Close X |  |

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|  | pbl\_m1\_l1\_a1\_01b.xml |  |
| pbl\_m1\_l1\_a1\_01b.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l1\_a1\_01b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l1\_a1\_01b.xml\_3\_str | 1. If you haven't already, download the <b>Action Plan</b> (either the<br> writable PDF or the Microsoft Word® version) into a folder on<br> your desktop called Course Folder.<br><br>2. Open your Action Plan document and complete the Your Turn.<br><br>3. Remember to update your Action Plan checklist.<br><br>4. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l1\_a1\_01b.xml\_4\_str | Complete the first two columns of your<br>Know-Wonder-Learn-How chart for Module 1,<br>Lesson 1, Activity 1 of your Action Plan. |  |
| pbl\_m1\_l1\_a1\_01b.xml\_5\_str | OR |  |
| pbl\_m1\_l1\_a1\_01b.xml\_6\_str | PBL Action Plan |  |

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|  | pbl\_m1\_l1\_a2\_01.xml |  |
| pbl\_m1\_l1\_a2\_01.xml\_1\_str | Projects in Action |  |
| pbl\_m1\_l1\_a2\_01.xml\_2\_str | Projects can engage students in a variety of ways. |  |
| pbl\_m1\_l1\_a2\_01.xml\_3\_str | Click the <b>images</b> to see some projects in action.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l1\_a2\_01.xml\_4\_str | 1.<br><br><br>2. |  |
| pbl\_m1\_l1\_a2\_01.xml\_5\_str | Seasons Project |  |
| pbl\_m1\_l1\_a2\_01.xml\_6\_str | In this project, young students take on the role of botanists, exploring the question, <i>How does the world change during the school year?</i> They record observations and collect data on tree changes during each season. Later in the project, the students share their findings with The Arbor Day Foundation and compare the effects of seasonal changes with e-pals in Australia. |  |
| pbl\_m1\_l1\_a2\_01.xml\_7\_str | Fractions Project |  |
| pbl\_m1\_l1\_a2\_01.xml\_8\_str | In this project, students investigate the importance of fractions in everyday life by assuming the roles of professionals who use fractions in their jobs to solve real-world fraction problems. Here, they are exploring the question of whether or not fractions are needed by chefs to get the job done right. |  |
| pbl\_m1\_l1\_a2\_01.xml\_9\_str | Ambassador Project |  |
| pbl\_m1\_l1\_a2\_01.xml\_10\_str | In this project, social studies students assume the roles of staffers to a U.S. ambassador working in a developing country. They research a country and debate issues related to determining how to spend a humanitarian aid budget. During this project, students consider the question, <i>How can individuals make a difference in the world?</i> |  |
| pbl\_m1\_l1\_a2\_01.xml\_11\_str | Forensics Project |  |
| pbl\_m1\_l1\_a2\_01.xml\_12\_str | Here, students are doing a math and science forensics project. In teams, they use the scientific inquiry process to collect clues, test and analyze evidence, and draw conclusions to solve a crime. The "crime" has taken place in their classroom! |  |
| pbl\_m1\_l1\_a2\_01.xml\_13\_str | Physics Project |  |
| pbl\_m1\_l1\_a2\_01.xml\_14\_str | In this project, students gather data on a road hazard to help them explore laws of motion in everyday events and apply their understanding. They also collect data on local traffic hazards through surveys and blogs. They use this data to deliver presentations to city planners proposing changes to dangerous road sections or intersections. |  |
| pbl\_m1\_l1\_a2\_01.xml\_15\_str | Math Movement Project |  |
| pbl\_m1\_l1\_a2\_01.xml\_16\_str | Dance and math come together for these high school students who use movement to communicate their understanding of linear equations. Each dance is comprised of nine equations choreographed to music. Students videotape or photograph their dances, and create presentations to share with an audience, such as peers or parents. |  |
| pbl\_m1\_l1\_a2\_01.xml\_17\_str | Close X |  |

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|  | pbl\_m1\_l1\_a3\_01.xml |  |
| pbl\_m1\_l1\_a3\_01.xml\_1\_str | Conventional Classroom Scenario |  |
| pbl\_m1\_l1\_a3\_01.xml\_2\_str | You have just seen students engaged in project-based learning. Instruction in project-based classrooms looks different than conventional classrooms. |  |
| pbl\_m1\_l1\_a3\_01.xml\_3\_str | Explore how conventional instruction can change to project-based instruction. |  |
| pbl\_m1\_l1\_a3\_01.xml\_4\_str | Click the <b>first student</b> to learn more about conventional classroom instruction. |  |
| pbl\_m1\_l1\_a3\_01.xml\_5\_str | Click <b>Next</b> to see what this classroom looks like when it is project-based. |  |
| pbl\_m1\_l1\_a3\_01.xml\_6\_str | Conventional Instruction |  |
| pbl\_m1\_l1\_a3\_01.xml\_7\_str | In this middle school math classroom, the teacher is instructing her students on probability and statistics. She shows examples of probability problems on the blackboard. Students work from math textbooks to practice the new concepts and take a quiz to check their understanding of probability. |  |
| pbl\_m1\_l1\_a3\_01.xml\_8\_str | Close |  |

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|  | pbl\_m1\_l1\_a3\_02.xml |  |
| pbl\_m1\_l1\_a3\_02.xml\_1\_str | Project-Based Classroom Scenario |  |
| pbl\_m1\_l1\_a3\_02.xml\_2\_str | Take a look at what the classroom in the previous screen looks like when it’s project-based. |  |
| pbl\_m1\_l1\_a3\_02.xml\_3\_str | Explore how traditional instruction can change to project-based instruction. |  |
| pbl\_m1\_l1\_a3\_02.xml\_4\_str | Click the <b>student</b> to find out more about project-based instruction. |  |
| pbl\_m1\_l1\_a3\_02.xml\_5\_str | Click <b>Next</b> to continue. |  |
| pbl\_m1\_l1\_a3\_02.xml\_6\_str | Project-Based Instruction |  |
| pbl\_m1\_l1\_a3\_02.xml\_7\_str | In this project-based middle school math classroom, students are learning about probability and fairness. They explore the question, <i>What is the likelihood that certain events will occur?</i> Students participate in several chance activities and examine games for fairness.<br><br>Student groups become game designers who design a fair game for a toy company, describing the rules for play and explaining mathematically why the game is fair. A fictional board of directors from the company visits the class. The students present and try to convince the company to sell their games.<br><br>Throughout the project, students engage in questioning, write in math journals, and use rubrics and checklists to guide their learning, stay on track, and self assess. |  |
| pbl\_m1\_l1\_a3\_02.xml\_8\_str | Close |  |

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|  | pbl\_m1\_l1\_a3\_03.xml |  |
| pbl\_m1\_l1\_a3\_03.xml\_1\_str | Conventional or Project? |  |
| pbl\_m1\_l1\_a3\_03.xml\_2\_str |  |  |
| pbl\_m1\_l1\_a3\_03.xml\_3\_str | Identify the differences between conventional and project-based instruction. |  |
| pbl\_m1\_l1\_a3\_03.xml\_4\_str | Drag each approach to the Conventional or Project-Based column. |  |
| pbl\_m1\_l1\_a3\_03.xml\_5\_str | <b>Document</b> |  |
| pbl\_m1\_l1\_a3\_03.xml\_6\_str | Project-Based |  |
| pbl\_m1\_l1\_a3\_03.xml\_7\_str | Conventional |  |
| pbl\_m1\_l1\_a3\_03.xml\_8\_str | Student-centered |  |
| pbl\_m1\_l1\_a3\_03.xml\_9\_str | Long-term investigations |  |
| pbl\_m1\_l1\_a3\_03.xml\_10\_str | Collaborative student work |  |
| pbl\_m1\_l1\_a3\_03.xml\_11\_str | School-based activities |  |
| pbl\_m1\_l1\_a3\_03.xml\_12\_str | Teacher decision making |  |
| pbl\_m1\_l1\_a3\_03.xml\_13\_str | Assessment tests |  |
| pbl\_m1\_l1\_a3\_03.xml\_14\_str | SUBMIT |  |
| pbl\_m1\_l1\_a3\_03.xml\_15\_str | TRY AGAIN |  |
| pbl\_m1\_l1\_a3\_03.xml\_16\_str | <b>Correct</b>. In project-based instruction, students are at the center of the learning process, engage in long-term studies of topics, connect their learning to the real world, collaborate, participate in decision making, and use a variety of assessments throughout the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l1\_a3\_03.xml\_17\_str | <b>Not quite</b>. The correct matches are shown. In project-based instruction, students are at the center of the learning process, engage in long-term studies of topics, connect their learning to the real world, collaborate, participate in decision making, and use a variety of assessments throughout the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l1\_a3\_03.xml\_18\_str | <b>Almost</b>. The correct matches are shown. In project-based instruction, students are at the center of the learning process, engage in long-term studies of topics, connect their learning to the real world, collaborate, participate in decision making, and use a variety of assessments throughout the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l1\_a3\_03.xml\_19\_str | <b>Not quite. Click Try Again.</b> |  |
| pbl\_m1\_l1\_a3\_03.xml\_20\_str | <b>Not quite. Click Try again.</b> |  |

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|  | pbl\_m1\_l1\_a3\_04.xml |  |
| pbl\_m1\_l1\_a3\_04.xml\_1\_str | Comparison Chart |  |
| pbl\_m1\_l1\_a3\_04.xml\_2\_str | Examine a complete comparison chart of conventional vs. project-based instructional approaches. |  |
| pbl\_m1\_l1\_a3\_04.xml\_3\_str | 1. |  |
| pbl\_m1\_l1\_a3\_04.xml\_4\_str | 2. |  |
| pbl\_m1\_l1\_a3\_04.xml\_5\_str | Roll over the items in the <b>Project-Based</b> column to learn more. |  |
| pbl\_m1\_l1\_a3\_04.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l1\_a3\_04.xml\_7\_str | Conventional |  |
| pbl\_m1\_l1\_a3\_04.xml\_8\_str | Project-Based |  |
| pbl\_m1\_l1\_a3\_04.xml\_9\_str | Teacher-centered |  |
| pbl\_m1\_l1\_a3\_04.xml\_10\_str | Student-centered |  |
| pbl\_m1\_l1\_a3\_04.xml\_11\_str | The classroom environment focuses on the learner. Students are engaged in learning, are motivated, and find projects relevant. |  |
| pbl\_m1\_l1\_a3\_04.xml\_12\_str | Teacher-directed |  |
| pbl\_m1\_l1\_a3\_04.xml\_13\_str | Self-directed |  |
| pbl\_m1\_l1\_a3\_04.xml\_14\_str | Students learn skills that help them monitor their learning so they do not need to rely on the teacher to direct learning. |  |
| pbl\_m1\_l1\_a3\_04.xml\_15\_str | Listen, memorize, repeat |  |
| pbl\_m1\_l1\_a3\_04.xml\_16\_str | Discover, apply, present |  |
| pbl\_m1\_l1\_a3\_04.xml\_17\_str | In projects, students learn through exploration, apply what they learn, and demonstrate their knowledge. |  |
| pbl\_m1\_l1\_a3\_04.xml\_18\_str | Independence |  |
| pbl\_m1\_l1\_a3\_04.xml\_19\_str | Collaboration |  |
| pbl\_m1\_l1\_a3\_04.xml\_20\_str | Students often work in groups during projects. |  |
| pbl\_m1\_l1\_a3\_04.xml\_21\_str | Teacher decision making |  |
| pbl\_m1\_l1\_a3\_04.xml\_22\_str | Students and teacher decision making |  |
| pbl\_m1\_l1\_a3\_04.xml\_23\_str | While the teacher facilitates project work, the students participate in making decisions about the project and applying decision making skills to their own work. |  |
| pbl\_m1\_l1\_a3\_04.xml\_24\_str | Knowledge of facts, terms, content |  |
| pbl\_m1\_l1\_a3\_04.xml\_25\_str | 21st century skills |  |
| pbl\_m1\_l1\_a3\_04.xml\_26\_str | Project work fosters 21st century skills, such as critical thinking, problem solving, decision making, and creativity. |  |
| pbl\_m1\_l1\_a3\_04.xml\_27\_str | Direct instruction |  |
| pbl\_m1\_l1\_a3\_04.xml\_28\_str | Varied instructional strategies |  |
| pbl\_m1\_l1\_a3\_04.xml\_29\_str | Teachers use a variety of teaching strategies, which may include direct instruction, to engage all learners. |  |
| pbl\_m1\_l1\_a3\_04.xml\_30\_str | Short, isolated lessons with predetermined answers |  |
| pbl\_m1\_l1\_a3\_04.xml\_31\_str | Long-term investigations |  |
| pbl\_m1\_l1\_a3\_04.xml\_32\_str | Students engage in an in-depth study of an open-ended topic. |  |
| pbl\_m1\_l1\_a3\_04.xml\_33\_str | Standards-based |  |
| pbl\_m1\_l1\_a3\_04.xml\_34\_str | In both conventional and project-based instruction, standards drive instruction on important content and skills. |  |
| pbl\_m1\_l1\_a3\_04.xml\_35\_str | Assessment tests |  |
| pbl\_m1\_l1\_a3\_04.xml\_36\_str | Ongoing assessment |  |
| pbl\_m1\_l1\_a3\_04.xml\_37\_str | Assessment occurs at multiple times throughout a project by teachers, students, and peers. |  |
| pbl\_m1\_l1\_a3\_04.xml\_38\_str | School-based activities |  |
| pbl\_m1\_l1\_a3\_04.xml\_39\_str | Real-world connections |  |
| pbl\_m1\_l1\_a3\_04.xml\_40\_str | During projects, students may engage in a variety of real-world tasks, doing work that can be applied to the world outside the classroom. Project work often takes students out into the field and involves working with professionals. |  |
| pbl\_m1\_l1\_a3\_04.xml\_41\_str | Quizzes and tests |  |
| pbl\_m1\_l1\_a3\_04.xml\_42\_str | Reflection |  |
| pbl\_m1\_l1\_a3\_04.xml\_43\_str | Reflection is an important aspect of projects. Students reflect on their learning throughout project work. |  |

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|  | pbl\_m1\_l1\_a3\_04b.xml |  |
| pbl\_m1\_l1\_a3\_04b.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l1\_a3\_04b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l1\_a3\_04b.xml\_3\_str | 1. Open your Action Plan document, from your Course Folder on your desktop, and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l1\_a3\_04b.xml\_4\_str | Consider your own teaching. Record goals and current or expected challenges with using projects in Module 1, Lesson 1, Activity 3 of your Action Plan. |  |

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|  | pbl\_m1\_l1\_a3\_05.xml |  |
| pbl\_m1\_l1\_a3\_05.xml\_1\_str | Project Summaries |  |
| pbl\_m1\_l1\_a3\_05.xml\_2\_str | Based on your understanding of projects, which of the following are projects? |  |
| pbl\_m1\_l1\_a3\_05.xml\_3\_str | Roll over each <b>topic</b> to read a description. |  |
| pbl\_m1\_l1\_a3\_05.xml\_4\_str | Select all that apply and click <b>Submit</b>. |  |
| pbl\_m1\_l1\_a3\_05.xml\_5\_str | 1. |  |
| pbl\_m1\_l1\_a3\_05.xml\_6\_str | 2. |  |
| pbl\_m1\_l1\_a3\_05.xml\_7\_str | Frogs |  |
| pbl\_m1\_l1\_a3\_05.xml\_8\_str | Simple Machines |  |
| pbl\_m1\_l1\_a3\_05.xml\_9\_str | Nutrition |  |
| pbl\_m1\_l1\_a3\_05.xml\_10\_str | Greek Mythology |  |
| pbl\_m1\_l1\_a3\_05.xml\_11\_str | Functions and Linear Equations |  |
| pbl\_m1\_l1\_a3\_05.xml\_12\_str | Students develop expertise on frogs by investigating frog habitats, observing frogs, and raising frogs from eggs. Students record observations and reflections in a science log. They share their expertise in an informative brochure for visitors at a new amphibian exhibit at the local zoo. |  |
| pbl\_m1\_l1\_a3\_05.xml\_13\_str | Students learn about the concepts of force, motion, and work through science labs. They test a variety of Simple Machines to understand how the six types of Simple Machines differ. In groups, they explore how simple machines work. |  |
| pbl\_m1\_l1\_a3\_05.xml\_14\_str | Elementary school students learn about health, nutrition, and consumerism by creating a new restaurant that offers healthy and appealing foods. They develop their own advertising campaign for the restaurant by developing convincing commercials. |  |
| pbl\_m1\_l1\_a3\_05.xml\_15\_str | Students read stories about the heroes of Greek Mythology and compare the characteristics of a Greek hero to a modern-day hero. They choose a contemporary hero and write a myth that becomes part of a collective book, shared with an audience. |  |
| pbl\_m1\_l1\_a3\_05.xml\_16\_str | Algebra students learn about equations by investigating one aspect of a bicycle. Using bicycle-related relationships, such as wheel diameter and coasting distance, or frame tubing size and weight allowance, they apply math formulas to analyze how bicycles function. They share their findings and make recommendations to a bicycle company for bicycle improvements. |  |
| pbl\_m1\_l1\_a3\_05.xml\_17\_str | <b>Correct</b>. Simple Machines is the only summary that isn't a project. While the activities may be part of a project, they are not a project in itself. The ideas could be transformed to a project if students become inventors and create their own Simple Machines. They could work in teams to plan, draft, construct, test, refine, and present their unique machines to an authentic audience.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l1\_a3\_05.xml\_18\_str | <b>Not quite</b>. In fact, Frogs, Nutrition, Greek Mythology, and Functions and Linear Equations are project descriptions. Simple Machines is not a project description, but could be transformed to a project if students become inventors and create their own Simple Machines. They could work in teams to plan, draft, construct, test, refine, and present their unique machines to an authentic audience.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l1\_a3\_05.xml\_19\_str | <b>That’s incorrect</b>. Simple Machines is the only summary that isn't a project. While the activities may be part of a project, they are not a project in itself. The ideas could be transformed to a project if students become inventors and create their own Simple Machines. They could work in teams to plan, draft, construct, test, refine, and present their unique machines to an authentic audience.<br><br>[extra1]Click <b>Next</b> to continue</font>.[/extra] |  |
| pbl\_m1\_l1\_a3\_05.xml\_20\_str | <b>Not quite</b>. <b>Click Try again.</b> |  |
| pbl\_m1\_l1\_a3\_05.xml\_21\_str | SUBMIT |  |
| pbl\_m1\_l1\_a3\_05.xml\_22\_str | TRY AGAIN |  |

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|  | pbl\_m1\_l1\_a4\_01.xml |  |
| pbl\_m1\_l1\_a4\_01.xml\_1\_str | Terms |  |
| pbl\_m1\_l1\_a4\_01.xml\_2\_str | Project-based learning is related to other education theories and approaches, such as constructivism, inquiry learning, and problem-based learning. |  |
| pbl\_m1\_l1\_a4\_01.xml\_3\_str | 1. |  |
| pbl\_m1\_l1\_a4\_01.xml\_4\_str | 2. |  |
| pbl\_m1\_l1\_a4\_01.xml\_5\_str | Click <b>each term</b> to learn about the relationships among the learning approaches. |  |
| pbl\_m1\_l1\_a4\_01.xml\_6\_str | When you are finished, click <b>Next</b> to continue to <b>Lesson 2</b>. |  |
| pbl\_m1\_l1\_a4\_01.xml\_7\_str | Constructivism |  |
| pbl\_m1\_l1\_a4\_01.xml\_8\_str | <a href="asfunction:islAppRoot.launch\_glossary\_def,constructivism"><u>Constructivism</u></a> is a theory based on how people learn. People construct their own understanding and knowledge of the world, through experiences and reflection.<br><br>In the classroom, students learn in active ways, such as conducting experiments and solving real-world problems. They also reflect on and talk about how their understanding is changing. Project-based learning, inquiry-based learning, and problem-based learning have roots in constructivism theory. |  |
| pbl\_m1\_l1\_a4\_01.xml\_9\_str | Project-Based Learning |  |
| pbl\_m1\_l1\_a4\_01.xml\_10\_str | Project-based learning is a constructivist approach to learning. Students work on open-ended projects or problems. Learning is student centered with the teacher as the facilitator. Students usually work in cooperative groups for extended periods of time, seeking multiple sources of information and creating authentic products.<br><br>While projects may involve problem solving, they are not always focused on a problem. While projects may be inquiry-based, they do not always incorporate inquiry skills. |  |
| pbl\_m1\_l1\_a4\_01.xml\_11\_str | Inquiry-Based Learning |  |
| pbl\_m1\_l1\_a4\_01.xml\_12\_str | <a href="asfunction:islAppRoot.launch\_glossary\_def,inquiry-based learning"><u>Inquiry-based learning</u></a> begins with gathering information and data. Through this inquiry process, students construct their understanding based on a "need or want to know."<br><br>Inquiry involves seeking appropriate resolutions to questions or issues using inquiry skills. While inquiry skills are often used in projects, inquiry-based learning does not always involve projects. |  |
| pbl\_m1\_l1\_a4\_01.xml\_13\_str | Problem-Based Learning |  |
| pbl\_m1\_l1\_a4\_01.xml\_14\_str | <a href="asfunction:islAppRoot.launch\_glossary\_def,problem-based learning"><u>Problem-based learning</u></a> is another constructivist approach to learning. It is an instructional strategy used to engage students in authentic, "real world" tasks.<br><br>A specific and complex problem is presented by the teacher, and, using the inquiry method, students develop a solution to the problem. Although project-based learning and problem-based learning are similar, problem-based learning may not involve all of the components of a project. |  |
| pbl\_m1\_l1\_a4\_01.xml\_15\_str | Close |  |

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|  | pbl\_m1\_l2\_a1\_01.xml |  |
| pbl\_m1\_l2\_a1\_01.xml\_1\_str | Benefits |  |
| pbl\_m1\_l2\_a1\_01.xml\_2\_str | Project-based learning has many benefits for students: |  |
| pbl\_m1\_l2\_a1\_01.xml\_3\_str | 1. Click the <b>research-based benefits</b> to learn more. |  |
| pbl\_m1\_l2\_a1\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l2\_a1\_01.xml\_5\_str | Increased motivation |  |
| pbl\_m1\_l2\_a1\_01.xml\_6\_str | Students participating in project-based learning showed increased attendance and improved attitudes toward learning. Project-based learning teachers often report that students willingly devote extra time or effort to a project. (Thomas, 2000) |  |
| pbl\_m1\_l2\_a1\_01.xml\_7\_str | Academic gains |  |
| pbl\_m1\_l2\_a1\_01.xml\_8\_str | Project-based learning students show 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) |  |
| pbl\_m1\_l2\_a1\_01.xml\_9\_str | Improved higher-order thinking |  |
| pbl\_m1\_l2\_a1\_01.xml\_10\_str | Project-based learning provides opportunities for students to develop complex thinking skills, such as problem solving and decision making. In a project, students engage in posing and solving complex problems and making important decisions. (SRI, 2000; Thomas, 1998) |  |
| pbl\_m1\_l2\_a1\_01.xml\_11\_str | Increased collaboration |  |
| pbl\_m1\_l2\_a1\_01.xml\_12\_str | Many projects depend on students working together in learning groups. Cognitive theories suggest learning is a social phenomenon and students learn more in a collaborative environment. (Wiburg, 1994) |  |
| pbl\_m1\_l2\_a1\_01.xml\_13\_str | Growth in self-direction |  |
| pbl\_m1\_l2\_a1\_01.xml\_14\_str | Project work involves students engaging in complex tasks that help students develop organization, time management, and self-direction skills. (Thomas, 2000) |  |
| pbl\_m1\_l2\_a1\_01.xml\_15\_str | Benefits for all students |  |
| pbl\_m1\_l2\_a1\_01.xml\_16\_str | Students who benefit the most from project-based learning tend to be those for whom traditional methods and approaches are not effective (SRI, 2000). In project-based learning, previously hard-to-reach students begin to participate in class. Access to a broad range of learning opportunities in the classroom provides a strategy for engaging culturally diverse learners. (Railsback, 2002) |  |
| pbl\_m1\_l2\_a1\_01.xml\_17\_str | Close |  |

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|  | pbl\_m1\_l2\_a1\_02.xml |  |
| pbl\_m1\_l2\_a1\_02.xml\_1\_str | Benefits for Students |  |
| pbl\_m1\_l2\_a1\_02.xml\_2\_str | Matthew is in middle school. He is sociable and interested in technology. In his free time, he’s usually online. He is a group leader in an online gaming environment and maintains a Web page about gaming. However, he finds school boring and uninteresting. He doesn’t participate very often in class, does little homework, and does poorly on tests. |  |
| pbl\_m1\_l2\_a1\_02.xml\_3\_str | Which type of project work would be most appropriate for Matthew? |  |
| pbl\_m1\_l2\_a1\_02.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a1\_02.xml\_5\_str | In a collaborative project, Matthew could assume the role of technologist and be responsible for the group’s technology use in the project. The group would rely on Matthew’s skills on a daily basis. |  |
| pbl\_m1\_l2\_a1\_02.xml\_6\_str | A research project would help Matthew develop his homework skills. A research project could involve students choosing a topic and conducting research on their own. |  |
| pbl\_m1\_l2\_a1\_02.xml\_7\_str | A collaborative project with ongoing assessment, such as reflection, peer feedback, and teacher conferences would help Matthew improve his test-taking skills. |  |
| pbl\_m1\_l2\_a1\_02.xml\_8\_str | <b>Correct</b>. The project is tapping into Matthew’s skills and interests by assigning him the role of technologist. Ideally, his participation and interest in school would improve.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a1\_02.xml\_9\_str | <b>Not quite</b>. Project work does not necessarily help with homework skills. Additionally, while projects are student-centered, they do not just mean students doing research on their own. Matthew would most likely need more direction in order to succeed in a project.<br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_02.xml\_10\_str | <b>Incorrect</b>. Project work encompasses assessment throughout the project, not just at the end. While tests may be included in some projects, they are not a critical part of project work. Therefore, a project may or may not help Matthew improve his test-taking skills.<br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_02.xml\_11\_str | SUBMIT |  |
| pbl\_m1\_l2\_a1\_02.xml\_12\_str | TRY AGAIN |  |

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|  | pbl\_m1\_l2\_a1\_03.xml |  |
| pbl\_m1\_l2\_a1\_03.xml\_1\_str | Benefits for Students |  |
| pbl\_m1\_l2\_a1\_03.xml\_2\_str | Su-linn is a hard worker, but has trouble meeting deadlines. Sometimes, she forgets about assignments and tests. She often needs extra help from her teachers who usually adjust her assignments. |  |
| pbl\_m1\_l2\_a1\_03.xml\_3\_str | Which type of project strategies would benefit Su-linn the most? |  |
| pbl\_m1\_l2\_a1\_03.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a1\_03.xml\_5\_str | In a project on global warming, student groups use project plans, checklists, and calendars to keep track of assignments and deadlines. The teacher meets with each group frequently, providing ongoing feedback. |  |
| pbl\_m1\_l2\_a1\_03.xml\_6\_str | In a project on global warming, student groups get a project explanation with due dates and expectations at the beginning of the project. Throughout the project, they research global warming and create presentations. |  |
| pbl\_m1\_l2\_a1\_03.xml\_7\_str | In a project on global warming, students work individually to prepare presentations on global warming for a mock Commission on Global Warming. They are given a project scenario and then work on their presentations, conducting research on the Internet. |  |
| pbl\_m1\_l2\_a1\_03.xml\_8\_str | <b>Correct</b>. Project work offers time and flexibility for teachers to conference with students, and provides opportunities for ongoing support and feedback to all students. Project management tools also help scaffold a project and would provide useful tools for Su-linn to self manage.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a1\_03.xml\_9\_str | <b>Not quite</b>. Su-linn would probably need more support and direction throughout the project. Projects can provide opportunities for ongoing feedback and support.<br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_03.xml\_10\_str | <b>Not quite</b>. Since Su-linn needs extra help, and would be more likely to succeed if she worked in a group on a project or with a peer. She would benefit from scaffolding, direction, and support throughout the project. <br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_03.xml\_11\_str | SUBMIT |  |
| pbl\_m1\_l2\_a1\_03.xml\_12\_str | TRY AGAIN |  |

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|  | pbl\_m1\_l2\_a1\_04.xml |  |
| pbl\_m1\_l2\_a1\_04.xml\_1\_str | Benefits for Students |  |
| pbl\_m1\_l2\_a1\_04.xml\_2\_str | Marcos just moved to this country from Mexico. His English skills are poor so school is difficult for him. In Mexico, he helped run his mother’s store. He is good with numbers because of his work experience and likes math. |  |
| pbl\_m1\_l2\_a1\_04.xml\_3\_str | Which type of project strategies would benefit Marcos the most? |  |
| pbl\_m1\_l2\_a1\_04.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a1\_04.xml\_5\_str | Marcos' teacher does a project on immigration. She allows students to choose a country. They collect and analyze data from country statistics and interviews with immigrants from that country and then share the information by preparing materials for non-native speakers. |  |
| pbl\_m1\_l2\_a1\_04.xml\_6\_str | Marcos’ teacher asks the students from another country to do presentations on their countries for the whole class. She encourages them to come in traditional dress and explain the rituals and traditions of their countries. |  |
| pbl\_m1\_l2\_a1\_04.xml\_7\_str | Marcos’ teacher plans an international food day. She asks students to bring food from their respective countries and share the food with the class, explaining what the food is and exchanging recipes. |  |
| pbl\_m1\_l2\_a1\_04.xml\_8\_str | <b>Correct</b>. A project that involves students doing work in their first languages, while learning a second language, can be very powerful. When students are called on to be experts, they become contributors and participants in the learning community. Furthermore, the project involves data analysis, and Marcos is good with numbers.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a1\_04.xml\_9\_str | <b>Not quite</b>. Marcos probably would not be comfortable presenting in front of the class because of his poor second language skills.<br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_04.xml\_10\_str | <b>Not quite</b>. While an international food day might be part of a project, it probably would not be the entire project, and this project would not benefit Marcos’ language skills or focus on his interest in math, necessarily.<br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_04.xml\_11\_str | SUBMIT |  |
| pbl\_m1\_l2\_a1\_04.xml\_12\_str | TRY AGAIN |  |

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|  | pbl\_m1\_l2\_a1\_05.xml |  |
| pbl\_m1\_l2\_a1\_05.xml\_1\_str | Benefits for Students |  |
| pbl\_m1\_l2\_a1\_05.xml\_2\_str | Kiley is a motivated and independent worker who is used to traditional classroom instruction. She does well on tests and usually answers the teacher’s questions correctly. She likes reading from textbooks, completing worksheets, and doing end-of-chapter tests. However, she is uncomfortable with open-ended learning and loses interests in topics when she studies them for a long time. |  |
| pbl\_m1\_l2\_a1\_05.xml\_3\_str | Which type of project strategies would benefit Kiley the most? |  |
| pbl\_m1\_l2\_a1\_05.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a1\_05.xml\_5\_str | The teacher does a 2-week project on insects. Students become entomologists, choosing an insect to research, developing questions, collecting data on local insects, and sharing their findings with an insect museum in their community. |  |
| pbl\_m1\_l2\_a1\_05.xml\_6\_str | The math and science teachers decide to do a joint 8-week project on insects. The project involves a lot of fieldwork and many field trips to outside organizations, and students work in teams daily. |  |
| pbl\_m1\_l2\_a1\_05.xml\_7\_str | Kiley’s science teacher asks Kiley to suggest a question to explore about insects. She assigns Kiley to a group of lower-achieving students and asks Kiley to guide the students as they explore Kiley’s question and demonstrate what they learned. |  |
| pbl\_m1\_l2\_a1\_05.xml\_8\_str | <b>Correct</b>. Kiley might benefit from a smaller project that allows her to ease into project-based learning and become more comfortable with open-ended learning. Kiley might enjoy a project that involves presenting to a professional organization as a culminating product, bringing importance and rigor to the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a1\_05.xml\_9\_str | <b>Not quite</b>. Kiley may not be ready for a long interdisciplinary project since she loses interest when she studies a topic for a while. She would probably do better by starting with a smaller project. <br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_05.xml\_10\_str | <b>Not quite</b>. Since Kiley is uncomfortable with open-ended learning, the teacher is expecting too much of her. A high achieving student should not be expected to assume the role of “teacher.” Generally, groups should be heterogeneous.<br><br>Click <b>Try Again</b>.</br> |  |
| pbl\_m1\_l2\_a1\_05.xml\_11\_str | SUBMIT |  |
| pbl\_m1\_l2\_a1\_05.xml\_12\_str | TRY AGAIN |  |

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|  | pbl\_m1\_l2\_a1\_06.xml |  |
| pbl\_m1\_l2\_a1\_06.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l2\_a1\_06.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l2\_a1\_06.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l2\_a1\_06.xml\_4\_str | How can project-based learning help particular students in your class? Record your response in Module 1, Lesson 2, Activity 1 of your Action Plan. |  |
| pbl\_m1\_l2\_a1\_06.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m1\_l2\_a1\_06.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m1\_l2\_a1\_06.xml\_7\_str | Action Plan |  |
| pbl\_m1\_l2\_a1\_06.xml\_8\_str | K-W-L-H Chart Experienced Teacher |  |
| pbl\_m1\_l2\_a1\_06.xml\_9\_str | 1. |  |
| pbl\_m1\_l2\_a1\_06.xml\_10\_str | 2. |  |
| pbl\_m1\_l2\_a1\_06.xml\_11\_str | 3. |  |
| pbl\_m1\_l2\_a1\_06.xml\_12\_str | Close |  |

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|  | pbl\_m1\_l2\_a2\_01.xml |  |
| pbl\_m1\_l2\_a2\_01.xml\_1\_str | Student and Teacher Experiences |  |
| pbl\_m1\_l2\_a2\_01.xml\_2\_str | Revisit the students you saw earlier to find out more about what they are doing and how they are benefiting from projects.<br><br>Also, take a look at some feedback from their teachers. |  |
| pbl\_m1\_l2\_a2\_01.xml\_3\_str | Click the <b>images</b> of both <b>students and teachers</b> to learn more about their projects. |  |
| pbl\_m1\_l2\_a2\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l2\_a2\_01.xml\_5\_str | Headphones/Speakers on! |  |
| pbl\_m1\_l2\_a2\_01.xml\_6\_str | 1. |  |
| pbl\_m1\_l2\_a2\_01.xml\_7\_str | 2. |  |
| pbl\_m1\_l2\_a2\_01.xml\_8\_str | Student 1: Seasons Project |  |
| pbl\_m1\_l2\_a2\_01.xml\_9\_str | I like learning about the seasons. I want to know why leaves fall off trees. I wonder what this tree will look like in winter. I wonder what my ePal’s tree looks like now. I can’t wait to write and draw pictures in our book about my favorite season. |  |
| pbl\_m1\_l2\_a2\_01.xml\_10\_str | Teacher 1: Seasons Project |  |
| pbl\_m1\_l2\_a2\_01.xml\_11\_str | The Seasons Project is a year-long project that provides students with successive opportunities to develop their abilities in observation, comparison, data collection, and analysis. Sharing students’ books with the Arbor Day Foundation enriches the project because a real audience, invested in the study of trees, is interested in the students’ work. |  |
| pbl\_m1\_l2\_a2\_01.xml\_12\_str | Student 2: Fractions Project |  |
| pbl\_m1\_l2\_a2\_01.xml\_13\_str | In this project, I am a chef. Before this project, I didn’t realize how chefs use fractions. When I bake cookies, if I want to double the recipe, I have to add, simplify, and change fractions. This project is helping me understand how important fractions are for different jobs and in real life. |  |
| pbl\_m1\_l2\_a2\_01.xml\_14\_str | Teacher 2: Fractions Project |  |
| pbl\_m1\_l2\_a2\_01.xml\_15\_str | During the fractions unit, I noticed that students grasped the concepts of fractions much easier than in the past when I showed them how to do fractions and had them practice. The learning was contextual, and students had opportunities to practice using fractions with a real purpose. |  |
| pbl\_m1\_l2\_a2\_01.xml\_16\_str | Student 3: Ambassador Project |  |
| pbl\_m1\_l2\_a2\_01.xml\_17\_str | Before this project, I never thought that much about other countries. When I read about countries in my social studies book, they seemed very far away. But, in this project, we work with real people who are doing work in developing countries. Because of this project, I realized that I could make a difference in the world, and I hope to become a doctor and work in another country someday. |  |
| pbl\_m1\_l2\_a2\_01.xml\_18\_str | Teacher 3: Ambassador Project |  |
| pbl\_m1\_l2\_a2\_01.xml\_19\_str | I was surprised by how engaged students became in this project. I think technology was particularly beneficial because it allowed them to communicate with Peace Corps volunteers, listen to podcasts on issues related to development in their particular country of study, and develop an understanding of international issues. |  |
| pbl\_m1\_l2\_a2\_01.xml\_20\_str | Close X |  |

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|  | pbl\_m1\_l2\_a3\_01.xml |  |
| pbl\_m1\_l2\_a3\_01.xml\_1\_str | Abe and Maria Discuss Project-Based Learning |  |
| pbl\_m1\_l2\_a3\_01.xml\_2\_str | Project-based learning can present different challenges. |  |
| pbl\_m1\_l2\_a3\_01.xml\_3\_str | Abe and Maria are meeting to discuss Abe’s interest in projects. Abe has been teaching for a few years and uses many student-centered approaches, but he has not done projects. He has many concerns about projects. |  |
| pbl\_m1\_l2\_a3\_01.xml\_4\_str | Maria, Abe’s Mentor, has been teaching middle school for over 10 years. She has been doing project-based learning for a while and is very enthusiastic about it. |  |
| pbl\_m1\_l2\_a3\_01.xml\_5\_str | 1. Click <b>Abe</b> to follow the discussion.<br><br>2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l2\_a3\_01.xml\_6\_str | You can drag the arrow to control the conversation. |  |
| pbl\_m1\_l2\_a3\_01.xml\_7\_str | Headphones/Speakers on! |  |
| pbl\_m1\_l2\_a3\_01.xml\_8\_str | Click Button |  |
| pbl\_m1\_l2\_a3\_01.xml\_9\_str | I'd like to do a project, but I’m worried that it will take too much time. I have a lot to cover this year. |  |
| pbl\_m1\_l2\_a3\_01.xml\_10\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m1\_l2\_a3\_01.xml\_11\_str | Some projects do take a lot of time. When I first started doing projects, I started with smaller and shorter ones. You could start small too. Consider a project with a narrow topic and focus on just a few standards to begin. |  |
| pbl\_m1\_l2\_a3\_01.xml\_12\_str | Click 2 Button |  |
| pbl\_m1\_l2\_a3\_01.xml\_13\_str | But, even if I do a short project, I’m not really sure how to teach using projects. |  |
| pbl\_m1\_l2\_a3\_01.xml\_14\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m1\_l2\_a3\_01.xml\_15\_str | When I do projects, I incorporate many of my usual teaching strategies, even direct instruction when I need it. The secret to good projects is good planning and design. |  |
| pbl\_m1\_l2\_a3\_01.xml\_16\_str | Click 3 Button |  |
| pbl\_m1\_l2\_a3\_01.xml\_17\_str | It sounds like projects require a lot of extra work! I’m really not so sure I have the time for that. |  |
| pbl\_m1\_l2\_a3\_01.xml\_18\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m1\_l2\_a3\_01.xml\_19\_str | In the beginning, projects do require a lot of planning. But, the payoff is engaged students and more time for you as a facilitator to help individual students and groups. It’s energizing! |  |
| pbl\_m1\_l2\_a3\_01.xml\_20\_str | Click 4 Button |  |
| pbl\_m1\_l2\_a3\_01.xml\_21\_str | That does sound good. But, I also have several low performing students in my class. I’m not sure they can handle a project. |  |
| pbl\_m1\_l2\_a3\_01.xml\_22\_str | Click 4 Button Pop Up Title Text |  |
| pbl\_m1\_l2\_a3\_01.xml\_23\_str | I find that my lowest performing students are very engaged and may even benefit the most. Projects provide all students opportunities to apply their talents and skills that might go unnoticed with traditional classroom instruction. |  |
| pbl\_m1\_l2\_a3\_01.xml\_24\_str | Name 4 |  |
| pbl\_m1\_l2\_a3\_01.xml\_25\_str | Thanks, Maria. You’ve made some good points. I’d like to try a project. |  |
| pbl\_m1\_l2\_a3\_01.xml\_26\_str | Dance and math come together for these high school students who use movement to communicate their understanding of linear equations. Each dance is comprised of nine equations choreographed to music. Students videotape or photograph their dances and create presentations to share with an audience, such as peers or parents. |  |
| pbl\_m1\_l2\_a3\_01.xml\_27\_str | Close X |  |

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|  | pbl\_m1\_l2\_a3\_02.xml |  |
| pbl\_m1\_l2\_a3\_02.xml\_1\_str | Overcoming Challenges |  |
| pbl\_m1\_l2\_a3\_02.xml\_2\_str |  |  |
| pbl\_m1\_l2\_a3\_02.xml\_3\_str | Let’s review Abe’s concerns and Maria’s suggestions. |  |
| pbl\_m1\_l2\_a3\_02.xml\_4\_str | Drag each of Abe's concerns to the relevant responses from Maria and click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a3\_02.xml\_5\_str | Click <b>Next</b> to continue. |  |
| pbl\_m1\_l2\_a3\_02.xml\_6\_str | <b>Document</b> |  |
| pbl\_m1\_l2\_a3\_02.xml\_7\_str | Abe’s Concerns |  |
| pbl\_m1\_l2\_a3\_02.xml\_8\_str | Maria’s Responses |  |
| pbl\_m1\_l2\_a3\_02.xml\_9\_str | Projects vary in complexity and length. Projects may be interdisciplinary, address several standards, and work-related organizational skills. Smaller projects tend to focus on fewer standards and be more focused. |  |
| pbl\_m1\_l2\_a3\_02.xml\_10\_str | Project may demand more from teachers in the planning stages and when first doing project-based learning. With time and practice, project work demands more of the student and less of the teacher. |  |
| pbl\_m1\_l2\_a3\_02.xml\_11\_str | Projects allow teachers to use a variety of instructional strategies, engaging all students and meeting the needs of students of varying learning styles and abilities. |  |
| pbl\_m1\_l2\_a3\_02.xml\_12\_str | Projects can benefit all students. The variety of instructional strategies, opportunities for hands-on work, and connections to the real-world provide opportunities for all students to learn. |  |
| pbl\_m1\_l2\_a3\_02.xml\_13\_str | Projects are long |  |
| pbl\_m1\_l2\_a3\_02.xml\_14\_str | Projects are a lot of work |  |
| pbl\_m1\_l2\_a3\_02.xml\_15\_str | Projects require a change in instructional approaches |  |
| pbl\_m1\_l2\_a3\_02.xml\_16\_str | Projects do not work for low performing students |  |
| pbl\_m1\_l2\_a3\_02.xml\_17\_str | SUBMIT |  |
| pbl\_m1\_l2\_a3\_02.xml\_18\_str | TRY AGAIN |  |
| pbl\_m1\_l2\_a3\_02.xml\_19\_str | Show Correct Answers |  |
| pbl\_m1\_l2\_a3\_02.xml\_20\_str | Show My Answers |  |
| pbl\_m1\_l2\_a3\_02.xml\_21\_str | <b>Correct</b>. Projects vary in length. A project can last anywhere from a few weeks to even a year-long project. Project work also requires more planning, but less direct instruction during class. Project-based learning teachers use modeling, cooperative learning, peer feedback, discussions, written activities, and simulations, for example, to engage all learners. Projects benefit high performing as well as low performing students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a3\_02.xml\_22\_str | <b>That's incorrect</b>. The correct matches are shown. Projects vary in length. A project can last anywhere from a few weeks to even a year-long project. Project work also requires more planning, but less direct instruction during class. Project-based learning teachers use modeling, cooperative learning, peer feedback, discussions, written activities, and simulations, for example, to engage all learners. Projects benefit high performing as well as low performing students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a3\_02.xml\_23\_str | <b>Not quite</b>. The correct matches are shown. Projects vary in length. A project can last anywhere from a few weeks to even a year-long project. Project work also requires more planning, but less direct instruction during class. Project-based learning teachers use modeling, cooperative learning, peer feedback, discussions, written activities, and simulations, for example, to engage all learners. Projects benefit high performing as well as low performing students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a3\_02.xml\_24\_str | <b>Not quite. Click Try again.</b> |  |
| pbl\_m1\_l2\_a3\_02.xml\_25\_str | <b>Not quite. Click <b>Try again.</b> |  |
| pbl\_m1\_l2\_a3\_02.xml\_26\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l2\_a4\_01.xml |  |
| pbl\_m1\_l2\_a4\_01.xml\_1\_str | Your Teaching |  |
| pbl\_m1\_l2\_a4\_01.xml\_2\_str |  |  |
| pbl\_m1\_l2\_a4\_01.xml\_3\_str | Take a self-assessment to help you think about your teaching style. |  |
| pbl\_m1\_l2\_a4\_01.xml\_4\_str | Select <b>Frequently</b> or <b>Not Very Often</b>, and then click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a4\_01.xml\_5\_str | Frequently |  |
| pbl\_m1\_l2\_a4\_01.xml\_6\_str | Not Very Often |  |
| pbl\_m1\_l2\_a4\_01.xml\_7\_str | I consider students’ learning styles, abilities, and interests when planning my lessons. |  |
| pbl\_m1\_l2\_a4\_01.xml\_8\_str | I involve my students in setting learning goals and expectations. |  |
| pbl\_m1\_l2\_a4\_01.xml\_9\_str | I plan instruction around real-world roles and tasks. |  |
| pbl\_m1\_l2\_a4\_01.xml\_10\_str | I assess students throughout the learning process, using different types of assessments and providing ongoing feedback. |  |
| pbl\_m1\_l2\_a4\_01.xml\_11\_str | I act as a facilitator of my students’ learning. |  |
| pbl\_m1\_l2\_a4\_01.xml\_12\_str | Option 1 extra info popup with audio |  |
| pbl\_m1\_l2\_a4\_01.xml\_13\_str | Option 2 extra info popup with audio |  |
| pbl\_m1\_l2\_a4\_01.xml\_14\_str | Option 3 extra info popup with audio |  |
| pbl\_m1\_l2\_a4\_01.xml\_15\_str | SUBMIT |  |
| pbl\_m1\_l2\_a4\_01.xml\_16\_str | TRY AGAIN |  |
| pbl\_m1\_l2\_a4\_01.xml\_17\_str | Show Correct Answers |  |
| pbl\_m1\_l2\_a4\_01.xml\_18\_str | Show My Answers |  |
| pbl\_m1\_l2\_a4\_01.xml\_19\_str | You probably teach with projects or use student-centered instructional strategies and activities to engage students and provide meaningful learning experiences for them.<br><br>If you use project-based learning strategies, then you probably plan your projects deliberately, considering your students’ abilities, interests, and talents so that you can reach all of your students. You may even involve students in the planning stages of a project, helping to establish the project goals, questions, and expectations. You may use strategies to help students direct their own learning. If not, you may want to try some of the suggestions for self-direction in this course.<br><br>Most likely, you have your students review the project assessment at the beginning of a project. This course will help you use different types of assessment throughout a project. Hopefully, your projects connect learning to the real world to make students’ experiences more meaningful and relevant. You’re probably similar to Maria in this course and will benefit from learning about her project-based strategies.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a4\_01.xml\_20\_str | You are likely to be a more conventional teacher. You probably have many effective teaching strategies, but believe that you can improve your instruction to better meet the needs of your students. Perhaps you use direct instruction, but occasionally put students in groups or pairs to do an activity. If you do this, have you noticed that students seem more involved in the activity? You may also find, however, that the class is noisier and more chaotic.<br><br>It’s likely that you use textbooks to teach much of your content, and quizzes and tests to check students’ understanding and grade them. In this course, you will learn new assessment strategies to provide feedback and monitor students’ progress.<br><br>You may not do projects in your class for a variety of reasons, for example, projects may seem overwhelming or you’re not sure how to address your standards and curriculum goals with projects. You’ll likely benefit from Maria’s advise to Abe during this course.<br><br>Since you’re taking this course, you are probably considering trying projects in your classroom. Good for you! Projects will get your students more excited about learning.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l2\_a4\_01.xml\_21\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l2\_a4\_02.xml |  |
| pbl\_m1\_l2\_a4\_02.xml\_1\_str | Your Students |  |
| pbl\_m1\_l2\_a4\_02.xml\_2\_str |  |  |
| pbl\_m1\_l2\_a4\_02.xml\_3\_str | Take another self-assessment to help you think about your students' classroom behaviors. |  |
| pbl\_m1\_l2\_a4\_02.xml\_4\_str | Select <b>Frequently</b> or <b>Not Very Often</b>, and then click <b>Submit</b>. |  |
| pbl\_m1\_l2\_a4\_02.xml\_5\_str | Frequently |  |
| pbl\_m1\_l2\_a4\_02.xml\_6\_str | Not Very Often |  |
| pbl\_m1\_l2\_a4\_02.xml\_7\_str | My students use problem solving and decision making skills. |  |
| pbl\_m1\_l2\_a4\_02.xml\_8\_str | My students work together. |  |
| pbl\_m1\_l2\_a4\_02.xml\_9\_str | My students are engaged in hands-on learning. |  |
| pbl\_m1\_l2\_a4\_02.xml\_10\_str | My students understand a topic in-depth. |  |
| pbl\_m1\_l2\_a4\_02.xml\_11\_str | My students assess themselves and their peers. |  |
| pbl\_m1\_l2\_a4\_02.xml\_12\_str | Option 1 extra info popup with audio |  |
| pbl\_m1\_l2\_a4\_02.xml\_13\_str | SUBMIT |  |
| pbl\_m1\_l2\_a4\_02.xml\_14\_str | TRY AGAIN |  |
| pbl\_m1\_l2\_a4\_02.xml\_15\_str | Show Correct Answers |  |
| pbl\_m1\_l2\_a4\_02.xml\_16\_str | Show My Answers |  |
| pbl\_m1\_l2\_a4\_02.xml\_17\_str | Your classroom is probably mostly project-based or includes many project-based strategies, with students often collaborating in groups. When you plan your projects or units, it’s likely that your students study a topic in-depth.<br><br>Your classroom activities probably incorporate opportunities for students to use 21st century skills, such as problem solving and decision making. If not, you’ll learn some strategies for integrating 21st century skills in this course. Perhaps, your projects involve research, analysis, and hands-on learning. Throughout projects or units, you may even use different self- and peer-assessments. Since you probably have a similar teaching style as Maria in this course, you will be interested in her solar cooker project.<br><br>[extra1]Click <b>Next</b> to continue to <b>Lesson 3</b>.[/extra] |  |
| pbl\_m1\_l2\_a4\_02.xml\_18\_str | Your students probably work independently most of the time, though sometimes with a peer, but it’s unlikely that they do group work. You may have your students do exercises from a textbook, write answers on a worksheet, or occasionally do an activity. You may want to consider how you can incorporate group work in your class and more hands-on learning.<br><br>Assessment probably takes the form of tests and quizzes. During class discussions, it’s likely that your students ask questions and you respond to them. You probably find that when students do an activity and more hands-on learning, they enjoy it. You may want to consider focusing on one topic and having students explore the topic more in-depth than you probably do currently. You will benefit from seeing examples of project-based classrooms in this course as you consider how to incorporate project-based approaches.<br><br>[extra1]Click <b>Next</b> to continue to <b>Lesson 3</b>.[/extra] |  |
| pbl\_m1\_l2\_a4\_02.xml\_19\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l2\_a4\_03.xml |  |
| pbl\_m1\_l2\_a4\_03.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l2\_a4\_03.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l2\_a4\_03.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, Click <b>Next</b> to continue. |  |
| pbl\_m1\_l2\_a4\_03.xml\_4\_str | Review the questions in Module 1, Lesson 2, Activity 4 of your Action Plan and add to your goals and challenges established earlier. |  |
| pbl\_m1\_l2\_a4\_03.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m1\_l2\_a4\_03.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m1\_l2\_a4\_03.xml\_7\_str | Action Plan |  |
| pbl\_m1\_l2\_a4\_03.xml\_8\_str | K-W-L-H Chart Experienced Teacher |  |
| pbl\_m1\_l2\_a4\_03.xml\_9\_str | 1. |  |
| pbl\_m1\_l2\_a4\_03.xml\_10\_str | 2. |  |
| pbl\_m1\_l2\_a4\_03.xml\_11\_str | 3. |  |
| pbl\_m1\_l2\_a4\_03.xml\_12\_str | Close |  |

|  |  |  |
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|  | pbl\_m1\_l3\_a1\_01.xml |  |
| pbl\_m1\_l3\_a1\_01.xml\_1\_str | Effective Projects |  |
| pbl\_m1\_l3\_a1\_01.xml\_2\_str | Take a more in-depth look at effective projects by considering the characteristics of projects.<br><br>Project characteristics fall into three categories. |  |
| pbl\_m1\_l3\_a1\_01.xml\_3\_str |  |  |
| pbl\_m1\_l3\_a1\_01.xml\_4\_str | 1. |  |
| pbl\_m1\_l3\_a1\_01.xml\_5\_str | 2. |  |
| pbl\_m1\_l3\_a1\_01.xml\_6\_str | 3. |  |
| pbl\_m1\_l3\_a1\_01.xml\_7\_str | Click <b>each category</b> to learn more. |  |
| pbl\_m1\_l3\_a1\_01.xml\_8\_str | Open the <b>chart</b> to see an overview of project characteristics. |  |
| pbl\_m1\_l3\_a1\_01.xml\_9\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a1\_01.xml\_10\_str | Adult and Student Roles |  |
| pbl\_m1\_l3\_a1\_01.xml\_11\_str | Projects mean a shift in roles for teachers, students, parents, and other adults. Projects provide opportunities for students to be experts, collaborate with peers, and interact with adults and people in the community. Teachers assume the role of facilitators in a student-centered classroom. |  |
| pbl\_m1\_l3\_a1\_01.xml\_12\_str | Project Structure |  |
| pbl\_m1\_l3\_a1\_01.xml\_13\_str | Effective projects have common curriculum elements:<li>Standards drive the project.</li><li>21st century skills are developed throughout the project.</li><li>Important questions focus the project.</li><li>Ongoing assessment informs the students and teacher.</li><li>Varied instructional strategies engage all learners.</li> |  |
| pbl\_m1\_l3\_a1\_01.xml\_14\_str | The Learning Experience |  |
| pbl\_m1\_l3\_a1\_01.xml\_15\_str | Projects allow students opportunities to develop in-depth knowledge of a topic, use critical thinking skills, make real-world connections, and demonstrate understanding through products and performances, often using technology. |  |
| pbl\_m1\_l3\_a1\_01.xml\_16\_str | chart |  |
| pbl\_m1\_l3\_a1\_01.xml\_17\_str | <b>Project Characteristics Chart</b> |  |
| pbl\_m1\_l3\_a1\_01.xml\_18\_str | Close X |  |

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| --- | --- | --- |
|  | pbl\_m1\_l3\_a1\_02.xml |  |
| pbl\_m1\_l3\_a1\_02.xml\_1\_str | Project introduction |  |
| pbl\_m1\_l3\_a1\_02.xml\_2\_str | Assessment discussion |  |
| pbl\_m1\_l3\_a1\_02.xml\_3\_str | Heat experiments |  |
| pbl\_m1\_l3\_a1\_02.xml\_4\_str | Project research |  |
| pbl\_m1\_l3\_a1\_02.xml\_5\_str | Guest speaker |  |
| pbl\_m1\_l3\_a1\_02.xml\_6\_str | Hands-on work |  |
| pbl\_m1\_l3\_a1\_02.xml\_7\_str | Final products |  |
| pbl\_m1\_l3\_a1\_02.xml\_8\_str | Presentations |  |
| pbl\_m1\_l3\_a1\_02.xml\_9\_str | A Successful Project |  |
| pbl\_m1\_l3\_a1\_02.xml\_10\_str | Let's take a look at a project. Maria recently did a project where students developed a solar cooker. Her project demonstrated:<li>Adult and Student Roles</li><li>Project Structure</li><li>The Learning Experience</li> |  |
| pbl\_m1\_l3\_a1\_02.xml\_11\_str | Click <b>Maria</b> to view a slideshow of Maria’s solar cooker project. |  |
| pbl\_m1\_l3\_a1\_02.xml\_12\_str | Click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a1\_02.xml\_13\_str | <b>Curriculum-Framing Questions</b> |  |

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|  | pbl\_m1\_l3\_a2\_01.xml |  |
| pbl\_m1\_l3\_a2\_01.xml\_1\_str | Shift in Roles |  |
| pbl\_m1\_l3\_a2\_01.xml\_2\_str | Take a closer look at Maria’s project to better understand the roles of students, the teacher, and community members during project work. |  |
| pbl\_m1\_l3\_a2\_01.xml\_3\_str | 1. |  |
| pbl\_m1\_l3\_a2\_01.xml\_4\_str | 2. |  |
| pbl\_m1\_l3\_a2\_01.xml\_5\_str | 3. |  |
| pbl\_m1\_l3\_a2\_01.xml\_6\_str | Roll over the <b>caption</b> at the bottom of each picture. |  |
| pbl\_m1\_l3\_a2\_01.xml\_7\_str | Click the <b>Next</b> button on the filmstrip to move to the next picture. |  |
| pbl\_m1\_l3\_a2\_01.xml\_8\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a2\_01.xml\_9\_str | Your Turn |  |
| pbl\_m1\_l3\_a2\_01.xml\_10\_str | Consider how roles could change in your classroom and record ideas in Module 1, Lesson 3, Activity 2 of your Action Plan. |  |
| pbl\_m1\_l3\_a2\_01.xml\_11\_str | Next |  |
| pbl\_m1\_l3\_a2\_01.xml\_12\_str | Back |  |
| pbl\_m1\_l3\_a2\_01.xml\_13\_str | group\_name\_1 |  |
| pbl\_m1\_l3\_a2\_01.xml\_14\_str | group\_name\_2 |  |
| pbl\_m1\_l3\_a2\_01.xml\_15\_str | group\_name\_3 |  |
| pbl\_m1\_l3\_a2\_01.xml\_16\_str | group\_name\_4 |  |
| pbl\_m1\_l3\_a2\_01.xml\_17\_str | group\_name\_5 |  |
| pbl\_m1\_l3\_a2\_01.xml\_18\_str | Project introduction |  |
| pbl\_m1\_l3\_a2\_01.xml\_19\_str | Maria is a facilitator throughout the project. As you can see, she introduces the project scenario to students while students provide input and brainstorm questions from the beginning of the project. |  |
| pbl\_m1\_l3\_a2\_01.xml\_20\_str | screen\_audio\_step\_on.swf |  |
| pbl\_m1\_l3\_a2\_01.xml\_21\_str | Image 1 |  |
| pbl\_m1\_l3\_a2\_01.xml\_22\_str | Assessment discussion |  |
| pbl\_m1\_l3\_a2\_01.xml\_23\_str | Maria reviews the project rubric and discusses expectations with her students. |  |
| pbl\_m1\_l3\_a2\_01.xml\_24\_str | Heat experiments |  |
| pbl\_m1\_l3\_a2\_01.xml\_25\_str | Maria demonstrates the principles of radiant heat by cooking an egg in a toaster oven as a way to present and discuss the issues with students. |  |
| pbl\_m1\_l3\_a2\_01.xml\_26\_str | Project research |  |
| pbl\_m1\_l3\_a2\_01.xml\_27\_str | Students work in teams to research on the Internet. Maria helps students as they conduct research. Students also gather and share information by emailing experts, participating in Web conferences, and creating a wiki. |  |
| pbl\_m1\_l3\_a2\_01.xml\_28\_str | Guest speaker |  |
| pbl\_m1\_l3\_a2\_01.xml\_29\_str | An engineer visits Maria’s class to explain the design process. Students use the design process in developing models and prototypes of their solar cookers. Students visit a solar panel manufacturing plant to understand how solar devices are made. |  |
| pbl\_m1\_l3\_a2\_01.xml\_30\_str | Hands-on work |  |
| pbl\_m1\_l3\_a2\_01.xml\_31\_str | Students use the inquiry process and conduct tests to understand properties of heat and experiment with different designs for their solar cookers. Parents volunteer in the class to help students build their solar cookers. |  |
| pbl\_m1\_l3\_a2\_01.xml\_32\_str | Final products |  |
| pbl\_m1\_l3\_a2\_01.xml\_33\_str | Students become designers of solar cookers and meet a design challenge–cook an egg in the shortest time. Maria meets with groups to check in with them on their designs. |  |
| pbl\_m1\_l3\_a2\_01.xml\_34\_str | Presentations |  |
| pbl\_m1\_l3\_a2\_01.xml\_35\_str | Students share their solar cooker expertise with other youth who are also studying renewable energy. Groups present their cookers, data, newsletters, and other products they created. |  |

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|  | pbl\_m1\_l3\_a2\_01b.xml |  |
| pbl\_m1\_l3\_a2\_01b.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l3\_a2\_01b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l3\_a2\_01b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_4\_str | Consider how roles could change in your classroom and record ideas in Module 1, Lesson 3, Activity 2 of your Action Plan. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_7\_str | Action Plan |  |
| pbl\_m1\_l3\_a2\_01b.xml\_8\_str | K-W-L-H Chart Experienced Teacher |  |
| pbl\_m1\_l3\_a2\_01b.xml\_9\_str | 1. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_10\_str | 2. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_11\_str | 3. |  |
| pbl\_m1\_l3\_a2\_01b.xml\_12\_str | Close |  |

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|  | pbl\_m1\_l3\_a3\_01.xml |  |
| pbl\_m1\_l3\_a3\_01.xml\_1\_str | Abe and Maria Discuss Project Design |  |
| pbl\_m1\_l3\_a3\_01.xml\_2\_str | Maria has talked to Abe about her solar cooker project and he has observed her class. Abe is interested in hearing more about how she planned the project. |  |
| pbl\_m1\_l3\_a3\_01.xml\_3\_str | Meet Abe and Maria.<br><br>Abe has been teaching for just a few years and has not done any projects with his students. Abe is considering doing a project. He uses many student-centered approaches, but has not done a project because he has many concerns. |  |
| pbl\_m1\_l3\_a3\_01.xml\_4\_str | As a newer teacher, Abe has a mentor, named Maria. |  |
| pbl\_m1\_l3\_a3\_01.xml\_5\_str | Maria has been teaching middle school science for over 10 years. She has been doing project-based learning for a while and is very enthusiastic about it. |  |
| pbl\_m1\_l3\_a3\_01.xml\_6\_str | Now, let’s listen in on their conversation. |  |
| pbl\_m1\_l3\_a3\_01.xml\_7\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m1\_l3\_a3\_01.xml\_8\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a3\_01.xml\_9\_str | You can drag the arrow to control the conversation. |  |
| pbl\_m1\_l3\_a3\_01.xml\_10\_str | Headphones/Speakers on! |  |
| pbl\_m1\_l3\_a3\_01.xml\_11\_str | Click Button |  |
| pbl\_m1\_l3\_a3\_01.xml\_12\_str | Maria, your solar cooker project is really impressive! How did you plan the project? |  |
| pbl\_m1\_l3\_a3\_01.xml\_13\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m1\_l3\_a3\_01.xml\_14\_str | When I developed the solar cooker project, I targeted specific standards around heat transfer and energy. I also wanted students to engage in an authentic project that had significant impact and meaning beyond school. |  |
| pbl\_m1\_l3\_a3\_01.xml\_15\_str | Click 2 Button |  |
| pbl\_m1\_l3\_a3\_01.xml\_16\_str | But, how did you know that students would get so engaged in the project? |  |
| pbl\_m1\_l3\_a3\_01.xml\_17\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m1\_l3\_a3\_01.xml\_18\_str | Well, I didn’t really know. But, I do know that middle school students like to feel like they are making a difference and I knew that renewable energy is topical these days. So, I chose to frame the project with questions that focused on how people solve problems and why solar energy should be considered as an alternative energy source. |  |
| pbl\_m1\_l3\_a3\_01.xml\_19\_str | Click 3 Button |  |
| pbl\_m1\_l3\_a3\_01.xml\_20\_str | I was really impressed by the skills that your students seem to be developing. They work so well together and seem to be thinking hard all the time. My class doesn’t look like that. |  |
| pbl\_m1\_l3\_a3\_01.xml\_21\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m1\_l3\_a3\_01.xml\_22\_str | Well, when I planned the project, I identified particular 21st century skills, such as collaboration, self-direction, thinking skills, and information literacy. Throughout the project, those skills are developed and reinforced with activities and feedback. |  |
| pbl\_m1\_l3\_a3\_01.xml\_23\_str | Click 4 Button |  |
| pbl\_m1\_l3\_a3\_01.xml\_24\_str | How did you assess your students? |  |
| pbl\_m1\_l3\_a3\_01.xml\_25\_str | Click 4 Button Pop Up Title Text |  |
| pbl\_m1\_l3\_a3\_01.xml\_26\_str | In developing the project, I planned several points throughout the project for students to assess themselves and their peers. Assessing throughout the project ensured that students’ final products were high-quality. Ultimately, some of the solar cooker designs were shared with students in other countries! I was very happy with the results. The students worked so hard. |  |
| pbl\_m1\_l3\_a3\_01.xml\_27\_str | Thanks, Maria. I’m looking forward to getting a project started. |  |
| pbl\_m1\_l3\_a3\_01.xml\_28\_str | No, problem. I can also show you the Projects Characteristic checklist that I use when I develop my projects. |  |
| pbl\_m1\_l3\_a3\_01.xml\_29\_str | Name 4 |  |
| pbl\_m1\_l3\_a3\_01.xml\_30\_str | Thanks. I would love to see it. |  |
| pbl\_m1\_l3\_a3\_01.xml\_31\_str | Close X |  |

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|  | pbl\_m1\_l3\_a4\_01.xml |  |
| pbl\_m1\_l3\_a4\_01.xml\_1\_str | Student Products |  |
| pbl\_m1\_l3\_a4\_01.xml\_2\_str | Take a look at how Maria’s students demonstrated knowledge and skills, and connected their learning to the real world. |  |
| pbl\_m1\_l3\_a4\_01.xml\_3\_str | Click the <b>student</b> work examples to learn more about the student products. |  |
| pbl\_m1\_l3\_a4\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a4\_01.xml\_5\_str | 1. |  |
| pbl\_m1\_l3\_a4\_01.xml\_6\_str | 2. |  |
| pbl\_m1\_l3\_a4\_01.xml\_7\_str | 3. |  |
| pbl\_m1\_l3\_a4\_01.xml\_8\_str | Wiki |  |
| pbl\_m1\_l3\_a4\_01.xml\_9\_str | Each student group has a wiki that they use throughout project work. Groups set up their own wikis to organize, post, and share work for their solar cookers.<br><br>Maria finds that wikis help students with organizational skills and are an effective way to share work with peers around the world. |  |
| pbl\_m1\_l3\_a4\_01.xml\_10\_str | Newsletter |  |
| pbl\_m1\_l3\_a4\_01.xml\_11\_str | A newsletter on solar cooking demonstrates students’ understanding of heat, explains the process they used to design a solar cooker, shows the data they collected as they tested their solar cookers, and shares articles explaining the benefits of solar cookers.<br><br>Maria was thrilled that her students’ newsletters showed content knowledge as well as demonstrated thinking skills. |  |
| pbl\_m1\_l3\_a4\_01.xml\_12\_str | Presentation board |  |
| pbl\_m1\_l3\_a4\_01.xml\_13\_str | Groups of students develop presentations to teach others about the benefits of solar cookers and explain how they made their solar cookers. One presentation, for example, demonstrates the steps to make a box cooker. Another shows how to make a panel cooker.<br><br>Maria’s students always present their projects. This helps them develop presentation skills. |  |
| pbl\_m1\_l3\_a4\_01.xml\_14\_str | Close X |  |

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| --- | --- | --- |
|  | pbl\_m1\_l3\_a5\_01.xml |  |
| pbl\_m1\_l3\_a5\_01.xml\_1\_str | Project Checklist |  |
| pbl\_m1\_l3\_a5\_01.xml\_2\_str | When Maria developed her project, she used the Project Characteristics checklist to make sure she included all the components of an effective project.<br><br>This is the same checklist that she shared with Abe after discussing her project with him. |  |
| pbl\_m1\_l3\_a5\_01.xml\_3\_str | Click <b>Maria's Checklist</b> to review how Maria’s project addressed the characteristics. |  |
| pbl\_m1\_l3\_a5\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l3\_a5\_01.xml\_5\_str | 1. |  |
| pbl\_m1\_l3\_a5\_01.xml\_6\_str | 2. |  |
| pbl\_m1\_l3\_a5\_01.xml\_7\_str | Some click text |  |
| pbl\_m1\_l3\_a5\_01.xml\_8\_str |  |  |
| pbl\_m1\_l3\_a5\_01.xml\_9\_str | <a href="resources/Maria's\_Project\_Characteristics\_Checklist.pdf" target="\_blank">Link to document (Clarity to provide)</a> |  |
| pbl\_m1\_l3\_a5\_01.xml\_10\_str | Close |  |

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|  | pbl\_m1\_l3\_a5\_02.xml |  |
| pbl\_m1\_l3\_a5\_02.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l3\_a5\_02.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l3\_a5\_02.xml\_3\_str | 1. Open your <b>Action Plan</b> document and complete the Your Turn.<br><br>2. Open the <b>Project Characteristics Checklist</b> and save it to your<br> Course Folder.<br><br>3. Remember to update your Action Plan checklist.<br><br>4. When you are finished, click <b>Next</b> to continue to <b>Lesson 4</b>. |  |
| pbl\_m1\_l3\_a5\_02.xml\_4\_str | Consider a project, unit, or lesson that you teach and how you address any of the project characteristics. Record your ideas in Module 1, Lesson 3, Activity 5 of your Action Plan. |  |
| pbl\_m1\_l3\_a5\_02.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m1\_l3\_a5\_02.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m1\_l3\_a5\_02.xml\_7\_str | Action Plan |  |
| pbl\_m1\_l3\_a5\_02.xml\_8\_str | Project Characteristics Checklist |  |
| pbl\_m1\_l3\_a5\_02.xml\_9\_str | 1. |  |
| pbl\_m1\_l3\_a5\_02.xml\_10\_str | 2. |  |
| pbl\_m1\_l3\_a5\_02.xml\_11\_str | 3. |  |
| pbl\_m1\_l3\_a5\_02.xml\_12\_str | Close |  |

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|  | pbl\_m1\_l4\_a1\_01.xml |  |
| pbl\_m1\_l4\_a1\_01.xml\_1\_str | Summary |  |
| pbl\_m1\_l4\_a1\_01.xml\_2\_str | Review the main points from Module 1: Projects Overview.<br><br>In this module, you learned that:<li>Traditional and project-based instruction are very different. For example, project-based instruction is student-centered, involves long-term investigations, incorporates ongoing assessment, and has real-world connections.</li><li>Project-based learning has many research-based benefits, such as increased motivation and academic improvement.</li><li>The characteristics of successful projects fall into three categories: adult and student roles, project structure, and the learning experience.</li> |  |
| pbl\_m1\_l4\_a1\_01.xml\_3\_str | You also saw examples of different types of projects, took a look at Maria’s solar cooker project, and followed Abe and Maria as they discussed their projects. |  |
| pbl\_m1\_l4\_a1\_01.xml\_4\_str | Click <b>Next</b> to check your understanding by answering the following five questions. |  |
| pbl\_m1\_l4\_a1\_01.xml\_5\_str | Headphones/Speakers on! |  |

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|  | pbl\_m1\_l4\_a1\_02.xml |  |
| pbl\_m1\_l4\_a1\_02.xml\_1\_str | Your Turn |  |
| pbl\_m1\_l4\_a1\_02.xml\_2\_str | Action Plan Activity |  |
| pbl\_m1\_l4\_a1\_02.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. You may want to open <b>Abe's Action Plan</b> to see how<br> he's progressing.<br><br>4. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m1\_l4\_a1\_02.xml\_4\_str | Review the questions in Module 1, Lesson 4,<br>Activity 1 of your Action Plan and then revisit your K-W-L-H chart as well as goals and challenges established earlier in your Action Plan. |  |
| pbl\_m1\_l4\_a1\_02.xml\_5\_str | Abe's Action Plan |  |
| pbl\_m1\_l4\_a1\_02.xml\_6\_str | 1. |  |
| pbl\_m1\_l4\_a1\_02.xml\_7\_str | 2. |  |
| pbl\_m1\_l4\_a1\_02.xml\_8\_str | 3. |  |
| pbl\_m1\_l4\_a1\_02.xml\_9\_str | Close |  |

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|  | pbl\_m1\_l4\_a2\_01.xml |  |
| pbl\_m1\_l4\_a2\_01.xml\_1\_str | Module 1 Quiz â€“ Question 1 |  |
| pbl\_m1\_l4\_a2\_01.xml\_2\_str |  |  |
| pbl\_m1\_l4\_a2\_01.xml\_3\_str | Project-based instruction differs from conventional instruction. Which descriptions below incorporate project-based instructional approaches? |  |
| pbl\_m1\_l4\_a2\_01.xml\_4\_str | Choose the most appropriate descriptions and click <b>Submit</b>. |  |
| pbl\_m1\_l4\_a2\_01.xml\_5\_str | 1. Students create surveys of people’s experiences with earthquakes, and organize, represent, and analyze the data using spreadsheet software. They explore the question, How could we prepare for safety in the event of an earthquake? by developing earthquake preparedness plans for specific geographic areas. They use a rubric to guide their project development. |  |
| pbl\_m1\_l4\_a2\_01.xml\_6\_str | 2. Students assume the role of seismologists who are exploring the question, Could an earthquake happen here? They learn about equipment used to predict and analyze weather patterns. Using real-time data from the United States Geological Survey to understand earthquake patterns, they plot seismic data for an extended period of time. Groups choose a format to present their data analysis and predictions, such as a weather forecast or a newspaper article. |  |
| pbl\_m1\_l4\_a2\_01.xml\_7\_str | 3. Students are each assigned a topic related to earthquakes and given several questions to research, such as Where have earthquakes occurred? They use a variety of sources to research their questions, collect factual information about earthquakes and write a research paper about their topic. They exchange papers and do a peer review. |  |
| pbl\_m1\_l4\_a2\_01.xml\_8\_str | <b>Correct</b>. These are both project descriptions. Option 1 involves a long-term investigation, ongoing assessment, varied instructional strategies, real-world connections, and 21st century skills. Option 2 involves self-direction, collaboration, real-world connections, and student decision making. Option 3, however, is teacher-directed, focused on knowledge of facts, and is school-based rather than project-based.<br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_01.xml\_9\_str | <b>Incorrect</b>. The correct answers are now shown. Option 1 involves a long-term investigation, ongoing assessment, varied instructional strategies, real-world connections, and 21st century skills. Option 2 involves self-direction, collaboration, real-world connections, and student decision making. Option 3, however, is teacher-directed, focused on knowledge of facts, and is school-based rather than project-based.<br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_01.xml\_10\_str | <b>Not quite</b>. The correct answers are now shown. Option 1 involves a long-term investigation, ongoing assessment, varied instructional strategies, real-world connections, and 21st century skills. Option 2 involves self-direction, collaboration, real-world connections, and student decision making. Option 3, however, is teacher-directed, focused on knowledge of facts, and is school-based rather than project-based.<br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_01.xml\_11\_str | SUBMIT |  |
| pbl\_m1\_l4\_a2\_01.xml\_12\_str | TRY AGAIN |  |

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|  | pbl\_m1\_l4\_a2\_02.xml |  |
| pbl\_m1\_l4\_a2\_02.xml\_1\_str | Module 1 Quiz â€“ Question 2 |  |
| pbl\_m1\_l4\_a2\_02.xml\_2\_str |  |  |
| pbl\_m1\_l4\_a2\_02.xml\_3\_str | Project-based learning research shows that a project approach has the following benefits: |  |
| pbl\_m1\_l4\_a2\_02.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l4\_a2\_02.xml\_5\_str | Increased motivation, improved higher-order thinking, growth in self-direction |  |
| pbl\_m1\_l4\_a2\_02.xml\_6\_str | Improved reading skills, academic gains, increased collaboration |  |
| pbl\_m1\_l4\_a2\_02.xml\_7\_str | Increased motivation, improved higher-order thinking skills, improved study skills |  |
| pbl\_m1\_l4\_a2\_02.xml\_8\_str | <b>Correct</b>. Students participating in project-based learning show increased attendance, improved attitudes toward school, development of complex thinking skills, and improved self-direction skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_02.xml\_9\_str | <b>Incorrect</b>. Research shows academic gains and improved cooperative learning skills for students engaged in project-based learning. However, while reading skills may improve as a result of project-based learning, no evidence supports this. In fact, students participating in project-based learning show increased attendance, improved attitudes toward school, development of complex thinking skills, and improved self-direction skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_02.xml\_10\_str | <b>Incorrect</b>. While students participating in project-based learning show increased attendance, improved attitudes toward school, development of complex thinking skills, no evidence exists to show that students’ study skills improve. In fact, students participating in project-based learning show increased attendance, improved attitudes toward school, development of complex thinking skills, and improved self-direction skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_02.xml\_11\_str | SUBMIT |  |
| pbl\_m1\_l4\_a2\_02.xml\_12\_str | TRY AGAIN |  |
| pbl\_m1\_l4\_a2\_02.xml\_13\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l4\_a2\_03.xml |  |
| pbl\_m1\_l4\_a2\_03.xml\_1\_str | Module 1 Quiz â€“ Question 3 |  |
| pbl\_m1\_l4\_a2\_03.xml\_2\_str | Project-based learning can present many challenges. A teacher was concerned about doing a project because he thought projects would be too challenging for low-performing students. |  |
| pbl\_m1\_l4\_a2\_03.xml\_3\_str | What would be the best advice for the teacher? |  |
| pbl\_m1\_l4\_a2\_03.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l4\_a2\_03.xml\_5\_str | Use a variety of instructional strategies and tap into students’ interests and abilities. |  |
| pbl\_m1\_l4\_a2\_03.xml\_6\_str | Group low-performing students together so that you can spend more time with that group. |  |
| pbl\_m1\_l4\_a2\_03.xml\_7\_str | Have some students do project work, while others (low-performing students) do more traditional work, such as reading from textbooks or doing worksheets. |  |
| pbl\_m1\_l4\_a2\_03.xml\_8\_str |  |  |
| pbl\_m1\_l4\_a2\_03.xml\_9\_str | <b>Correct</b>. A project that incorporates a variety of instructional strategies can benefit low- and high-performing students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_03.xml\_10\_str | <b>Incorrect</b>. Low-performing students are more likely to succeed when placed in heterogeneous groups. Furthermore, all groups should receive equal attention from the teacher. A project that incorporates a variety of instructional strategies can benefit low- and high-performing students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_03.xml\_11\_str | <b>Incorrect</b>. Projects can benefit all students and all students should be included in projects. A project that incorporates a variety of instructional strategies can benefit low- and high-performing students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_03.xml\_12\_str | SUBMIT |  |
| pbl\_m1\_l4\_a2\_03.xml\_13\_str | TRY AGAIN |  |
| pbl\_m1\_l4\_a2\_03.xml\_14\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l4\_a2\_04.xml |  |
| pbl\_m1\_l4\_a2\_04.xml\_1\_str | Module 1 Quiz â€“ Question 4 |  |
| pbl\_m1\_l4\_a2\_04.xml\_2\_str |  |  |
| pbl\_m1\_l4\_a2\_04.xml\_3\_str | Which of the following are the most effective strategies for making instruction more student centered? |  |
| pbl\_m1\_l4\_a2\_04.xml\_4\_str | Select your answers and click <b>Submit</b>. |  |
| pbl\_m1\_l4\_a2\_04.xml\_5\_str | Use collaborative groups, have students assume professional roles, involve students in making decisions |  |
| pbl\_m1\_l4\_a2\_04.xml\_6\_str | Have students guide a discussion, conduct surveys in the community, assess their own work |  |
| pbl\_m1\_l4\_a2\_04.xml\_7\_str | Have students present to an authentic audience, invite parents to volunteer, conference with individual students |  |
| pbl\_m1\_l4\_a2\_04.xml\_8\_str | <b>Correct</b>. A student-centered classroom means that students are engaged in all aspects of project work. Collaboration, decision making, and becoming experts are all strategies for making students the focus of the classroom. Having students assume leadership in the classroom, engage with people in the community, and self assess are all strategies for a student-centered classroom. However, having parent volunteers in the classroom does not necessarily mean that the classroom will be more student-centered.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_04.xml\_9\_str | <b>Incorrect</b>. The correct answers are now shown. A student-centered classroom means that students are engaged in all aspects of project work. Collaboration, decision making, and becoming experts are all strategies for making students the focus of the classroom. Having students assume leadership in the classroom, engage with people in the community, and self assess are all strategies for a student-centered classroom. However, having parent volunteers in the classroom does not necessarily mean that the classroom will be more student-centered.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_04.xml\_10\_str | SUBMIT |  |
| pbl\_m1\_l4\_a2\_04.xml\_11\_str | RETRY |  |
| pbl\_m1\_l4\_a2\_04.xml\_12\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l4\_a2\_05.xml |  |
| pbl\_m1\_l4\_a2\_05.xml\_1\_str | Module 1 Quiz â€“ Question 5 |  |
| pbl\_m1\_l4\_a2\_05.xml\_2\_str | Abe had some concerns about project-based learning and how to get started with a project. |  |
| pbl\_m1\_l4\_a2\_05.xml\_3\_str | Which suggestions are closest to how you think Maria would advise Abe? |  |
| pbl\_m1\_l4\_a2\_05.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m1\_l4\_a2\_05.xml\_5\_str | Start by choosing your standards. The standards you choose should be specific standards so that you can focus your project. Consider your objectives and come up with questions that address those objectives and that will engage and excite your students. |  |
| pbl\_m1\_l4\_a2\_05.xml\_6\_str | Start by thinking about what your students will do each day. Consider the types of activities that you want to include in your project. Think about what specific skills will they need to learn and how will they learn these particular skills. |  |
| pbl\_m1\_l4\_a2\_05.xml\_7\_str | Start by deciding what your students will produce. For example, will they develop presentations, dramatizations, newspaper articles, or Web sites? Plan the details for your project’s student product and develop a model to show students. |  |
| pbl\_m1\_l4\_a2\_05.xml\_8\_str |  |  |
| pbl\_m1\_l4\_a2\_05.xml\_9\_str | <b>Correct</b>. Project design starts with choosing standards, establishing goals, and developing questions that focus on the important ideas.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_05.xml\_10\_str | <b>Incorrect</b>. Planning the day-to-day activities of a project is important, but is not the first step in designing a project. Project design should start with choosing standards, establishing goals, and developing questions that focus on the important ideas.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_05.xml\_11\_str | <b>Incorrect</b>. While it’s important and fun to plan what students will create, selecting standards, establishing goals, and developing questions come before deciding on the final product. Project design should start with choosing standards, establishing goals, and developing questions that focus on the important ideas.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m1\_l4\_a2\_05.xml\_12\_str | SUBMIT |  |
| pbl\_m1\_l4\_a2\_05.xml\_13\_str | RETRY |  |
| pbl\_m1\_l4\_a2\_05.xml\_14\_str | Transcript text goes here. |  |

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|  | pbl\_m1\_l4\_a3\_01.xml |  |
| pbl\_m1\_l4\_a3\_01.xml\_1\_str | Your Assessment Results |  |
| pbl\_m1\_l4\_a3\_01.xml\_2\_str | You scored XX% on the Module 1 quiz.<br><br>This is the end of Module 1. You have completed $ out of # Action Plan items. |  |
| pbl\_m1\_l4\_a3\_01.xml\_3\_str | If the number of Action Plan items completed above is not correct, view the Action Plan checklist to update for Module 1.<br><br>You have completed Module 1. Continue now to <b>Module 2: Project Design</b> to learn how to develop a project. |  |
| pbl\_m1\_l4\_a3\_01.xml\_4\_str |  |  |
| pbl\_m1\_l4\_a3\_01.xml\_5\_str |  |  |

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|  | pbl\_m2\_l0\_00\_01.xml |  |
| pbl\_m2\_l0\_00\_01.xml\_1\_str | Module 2: Project Design |  |
| pbl\_m2\_l0\_00\_01.xml\_2\_str | Your schedule is already full and projects can seem very complicated. You may be wondering how you could possibly have time to design and plan a project.<br><br>In this module, you learn the steps of project design, use project planning tools, and learn how to maintain focus on learning goals. |  |
| pbl\_m2\_l0\_00\_01.xml\_3\_str | 1. Roll over <b>each lesson title</b> to read the lesson objective.<br><br>2. When you are finished, click <b>Next</b> to continue to <b>Lesson 1</b>. |  |
| pbl\_m2\_l0\_00\_01.xml\_4\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l0\_00\_01.xml\_5\_str | Lesson 1: Project Planning |  |
| pbl\_m2\_l0\_00\_01.xml\_6\_str | Lesson 1: Project Planning from the Beginning |  |
| pbl\_m2\_l0\_00\_01.xml\_7\_str | Review the four major steps of project design and create project ideas from standards and community needs. |  |
| pbl\_m2\_l0\_00\_01.xml\_8\_str | Lesson 2: Learning Goals |  |
| pbl\_m2\_l0\_00\_01.xml\_9\_str | Identify 21st century skills and targeted learning objectives that support student learning. |  |
| pbl\_m2\_l0\_00\_01.xml\_10\_str | Lesson 3: Questions That Frame Learning |  |
| pbl\_m2\_l0\_00\_01.xml\_11\_str | Understand the purposes and components of Curriculum-Framing Questions. |  |
| pbl\_m2\_l0\_00\_01.xml\_12\_str | Lesson 4: Assessment in Projects |  |
| pbl\_m2\_l0\_00\_01.xml\_13\_str | Understand the role of ongoing assessment in projects. |  |
| pbl\_m2\_l0\_00\_01.xml\_14\_str | Lesson 5: Activity Design |  |
| pbl\_m2\_l0\_00\_01.xml\_15\_str | Identify components of successful student-centered activities for projects. |  |
| pbl\_m2\_l0\_00\_01.xml\_16\_str | Lesson 6: Module Review |  |
| pbl\_m2\_l0\_00\_01.xml\_17\_str | Review the module and reflect on your learning. |  |

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|  | pbl\_m2\_l1\_a1\_01.xml |  |
| pbl\_m2\_l1\_a1\_01.xml\_1\_str | We All Do Project Planning |  |
| pbl\_m2\_l1\_a1\_01.xml\_2\_str | In your daily life, you participate in projects all the time, from landscaping a yard to planning a party. You learn from experience that good planning, keeping the goal in mind, and self-assessment are essential to arriving at a great end product.<br><br>You constantly assess:<b><li>How is it going?</li><li>What comes next?</li><li>Do I have everything I need?</li><li>What’s the best way to implement my plans?</li></b><br>Project planning in the classroom is not that different. |  |
| pbl\_m2\_l1\_a1\_01.xml\_3\_str |  |  |
| pbl\_m2\_l1\_a1\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m2\_l1\_a1\_01.xml\_5\_str | Traditional Instruction |  |
| pbl\_m2\_l1\_a1\_01.xml\_6\_str | In this middle school math classroom, the teacher is instructing her students on probability and statistics. She shows examples of probability problems on the blackboard. Students complete a worksheet to practice the new concepts and take a quiz to check their understanding of probability. |  |
| pbl\_m2\_l1\_a1\_01.xml\_7\_str | Close |  |

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|  | pbl\_m2\_l1\_a1\_02.xml |  |
| pbl\_m2\_l1\_a1\_02.xml\_1\_str | An Overview of Project Design |  |
| pbl\_m2\_l1\_a1\_02.xml\_2\_str | Project design has four basic steps. |  |
| pbl\_m2\_l1\_a1\_02.xml\_3\_str | 1. Roll over <b>each step</b> to view its description. |  |
| pbl\_m2\_l1\_a1\_02.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l1\_a1\_02.xml\_5\_str | Step 1: Determine Goals |  |
| pbl\_m2\_l1\_a1\_02.xml\_6\_str | Step 2: Develop Curriculum-Framing Questions |  |
| pbl\_m2\_l1\_a1\_02.xml\_7\_str | Step 3: Plan Assessment |  |
| pbl\_m2\_l1\_a1\_02.xml\_8\_str | Step 4: Design Activities |  |
| pbl\_m2\_l1\_a1\_02.xml\_9\_str | Revisit Assessment |  |
| pbl\_m2\_l1\_a1\_02.xml\_10\_str | Recheck Goals |  |
| pbl\_m2\_l1\_a1\_02.xml\_11\_str | When you design a project, begin with the end in mind. Identify what students should know and be able to do at the end of the project. Determine specific learning goals from content standards and 21st century skills to ensure students dig deeply into a significant area of your curriculum. |  |
| pbl\_m2\_l1\_a1\_02.xml\_12\_str | Develop Curriculum-Framing Questions to guide the project and help students focus on important ideas and key concepts. |  |
| pbl\_m2\_l1\_a1\_02.xml\_13\_str | Assess learning at multiple points throughout a project. Incorporate student-centered, ongoing, and reflective assessments in your assessment plans. |  |
| pbl\_m2\_l1\_a1\_02.xml\_14\_str | Step 4: Design Activities |  |
| pbl\_m2\_l1\_a1\_02.xml\_15\_str | Design activities that meet students’ learning needs, connect to the world, and include meaningful tasks or projects that incorporate the use of technology. |  |
| pbl\_m2\_l1\_a1\_02.xml\_16\_str | Close |  |

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|  | pbl\_m2\_l1\_a2\_01.xml |  |
| pbl\_m2\_l1\_a2\_01.xml\_1\_str | Abe and Maria Discuss Starting a Project |  |
| pbl\_m2\_l1\_a2\_01.xml\_2\_str | Remember how Abe felt nervous about doing projects, and Maria encouraged him? Abe has decided that he wants to do a project, but he needs advice on how to get started. Maria is helping him. |  |
| pbl\_m2\_l1\_a2\_01.xml\_3\_str | Meet Abe and Maria.<br><br>Abe has been teaching for just a few years and has not done any projects with his students. Abe is considering doing a project. He uses many student-centered approaches, but has not done a project because he has many concerns. |  |
| pbl\_m2\_l1\_a2\_01.xml\_4\_str | As a newer teacher, Abe has a mentor, named Maria. |  |
| pbl\_m2\_l1\_a2\_01.xml\_5\_str | Maria has been teaching middle school science for over 10 years. She has been doing project-based learning for a while and is very enthusiastic about it. |  |
| pbl\_m2\_l1\_a2\_01.xml\_6\_str | Now, let’s listen in on their conversation. |  |
| pbl\_m2\_l1\_a2\_01.xml\_7\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m2\_l1\_a2\_01.xml\_8\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l1\_a2\_01.xml\_9\_str | You can drag the arrow to control the conversation. |  |
| pbl\_m2\_l1\_a2\_01.xml\_10\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l1\_a2\_01.xml\_11\_str | Click Button |  |
| pbl\_m2\_l1\_a2\_01.xml\_12\_str | I’m not sure what kind of project to do.<br>Where should I start? |  |
| pbl\_m2\_l1\_a2\_01.xml\_13\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m2\_l1\_a2\_01.xml\_14\_str | Well, your current lessons are based on your grade-level standards, right? Projects are no different. They still need to target important curriculum standards and 21st century skills. What areas of your curriculum might be improved with a project? |  |
| pbl\_m2\_l1\_a2\_01.xml\_15\_str | Click 2 Button |  |
| pbl\_m2\_l1\_a2\_01.xml\_16\_str | I’m not sure, but I’d like my math lessons to be more engaging and connected to real life. We do a lot of word problems and practice skills, but sometimes, the concepts don’t sink in. |  |
| pbl\_m2\_l1\_a2\_01.xml\_17\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m2\_l1\_a2\_01.xml\_18\_str | I understand. That’s how I felt when I wanted to do a project to have my students apply science concepts. |  |
| pbl\_m2\_l1\_a2\_01.xml\_19\_str | I’m not sure, but I’d like my math lessons to be more engaging and connected to real life. We do a lot of word problems and practicing skills, but sometimes, the concepts don’t sink in. |  |
| pbl\_m2\_l1\_a2\_01.xml\_20\_str | When I was looking at my standards for project ideas, I realized that the standard related to transfer of energy would be important to a project on solar energy. Let’s see what ideas we can come up with when we look at your standards. |  |
| pbl\_m2\_l1\_a2\_01.xml\_21\_str | Close X |  |

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|  | pbl\_m2\_l1\_a2\_02.xml |  |
| pbl\_m2\_l1\_a2\_02.xml\_1\_str | Browsing Standards |  |
| pbl\_m2\_l1\_a2\_02.xml\_2\_str | Maria and Abe are reviewing their national mathematics standards for project ideas. |  |
| pbl\_m2\_l1\_a2\_02.xml\_3\_str | Click the <b>math standards</b> to see how they brainstorm project ideas from these standards. |  |
| pbl\_m2\_l1\_a2\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l1\_a2\_02.xml\_5\_str | 1. |  |
| pbl\_m2\_l1\_a2\_02.xml\_6\_str | 2. |  |
| pbl\_m2\_l1\_a2\_02.xml\_7\_str | Math Standards |  |
| pbl\_m2\_l1\_a2\_02.xml\_8\_str | Number and Operations Standard |  |
| pbl\_m2\_l1\_a2\_02.xml\_9\_str | Geometry Standard |  |
| pbl\_m2\_l1\_a2\_02.xml\_10\_str | Measurement Standard |  |
| pbl\_m2\_l1\_a2\_02.xml\_11\_str | Data Analysis and Probability Standard |  |
| pbl\_m2\_l1\_a2\_02.xml\_12\_str | “From this standard, I could imagine students involved in a business, using fractions, decimals, and percents for computing profit and loss and analyzing sales.” |  |
| pbl\_m2\_l1\_a2\_02.xml\_13\_str | “With this geometry standard, students could work as inventors, building some sort of new invention based on their two-dimensional plansâ€¦or engineer some product by drawing two-dimensional plans for production.” |  |
| pbl\_m2\_l1\_a2\_02.xml\_14\_str | “Students could work as designers or architects to plan a building, community center, or park to target this standard on measurement.” |  |
| pbl\_m2\_l1\_a2\_02.xml\_15\_str | “To learn how to collect and analyze data, students could work as public opinion analysts to evaluate and report on survey data.” |  |
| pbl\_m2\_l1\_a2\_02.xml\_16\_str | Close |  |

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|  | pbl\_m2\_l1\_a2\_03.xml |  |
| pbl\_m2\_l1\_a2\_03.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l1\_a2\_03.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l1\_a2\_03.xml\_3\_str | In this module, focus on a single project as you complete each Your Turn activity since the planning steps build on each other.<br><br>1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Click <b>Next</b> to continue. |  |
| pbl\_m2\_l1\_a2\_03.xml\_4\_str | The first step in the project design process is to review your standards.<br><br>1. Search your curriculum standards. <br>2. Identify some project ideas that might align with<br> specific standards, like Abe and Maria have done.<br>3. Note your ideas and their associated standards in<br> Module 2, Lesson 1, Activity 2 of your Action Plan. |  |
| pbl\_m2\_l1\_a2\_03.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m2\_l1\_a2\_03.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m2\_l1\_a2\_03.xml\_7\_str | Action Plan |  |
| pbl\_m2\_l1\_a2\_03.xml\_8\_str | Project Characteristics Checklist |  |
| pbl\_m2\_l1\_a2\_03.xml\_9\_str | 1. |  |
| pbl\_m2\_l1\_a2\_03.xml\_10\_str | 2. |  |
| pbl\_m2\_l1\_a2\_03.xml\_11\_str | 3. |  |
| pbl\_m2\_l1\_a2\_03.xml\_12\_str | Close |  |

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|  | pbl\_m2\_l1\_a3\_01.xml |  |
| pbl\_m2\_l1\_a3\_01.xml\_1\_str | Abe and Maria Brainstorm |  |
| pbl\_m2\_l1\_a3\_01.xml\_2\_str | Maria and Abe are brainstorming ideas about projects. |  |
| pbl\_m2\_l1\_a3\_01.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m2\_l1\_a3\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue to <b>Lesson 2</b>. |  |
| pbl\_m2\_l1\_a3\_01.xml\_5\_str | Your Turn |  |
| pbl\_m2\_l1\_a3\_01.xml\_6\_str | Develop a project idea that both strongly targets your standards and connects to the real world.<br>1.Write a brief project description and brainstorm a scenario, like Maria and Abe did in the previous conversation.<br>2.Type the project scenario in Module 2, Lesson 1, Activity 3 of your Action Plan. |  |
| pbl\_m2\_l1\_a3\_01.xml\_7\_str | You can drag the arrow to control the conversation |  |
| pbl\_m2\_l1\_a3\_01.xml\_8\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l1\_a3\_01.xml\_9\_str | Click Button |  |
| pbl\_m2\_l1\_a3\_01.xml\_10\_str | So what’s next? I have some general ideas for projects that are tied to my standards. Where do I go from here? |  |
| pbl\_m2\_l1\_a3\_01.xml\_11\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m2\_l1\_a3\_01.xml\_12\_str | Are there any obvious connections to community issues, local activities, social problems, or world events? |  |
| pbl\_m2\_l1\_a3\_01.xml\_13\_str | Click 2 Button |  |
| pbl\_m2\_l1\_a3\_01.xml\_14\_str | What about our upcoming election? I could do some sort of interdisciplinary project to engage students in the election process that targets the Data Analysis and Probability Standard. |  |
| pbl\_m2\_l1\_a3\_01.xml\_15\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m2\_l1\_a3\_01.xml\_16\_str | That’s a good idea, but let’s keep brainstormingâ€¦ Students could plan and run a school store to raise money for school improvement projects–targeting the Number and Operations Standard. |  |
| pbl\_m2\_l1\_a3\_01.xml\_17\_str | Click 3 Button |  |
| pbl\_m2\_l1\_a3\_01.xml\_18\_str | That sounds like a lot of work! I’m not sure I’m quite ready for that. â€¦I just heard that the elementary school down the street is planning to redesign their playground. What if my students could have a voice in that process? They could submit a proposal, working as project planners and architects. They might even see their ideas implemented. Wouldn’t that be motivating! |  |
| pbl\_m2\_l1\_a3\_01.xml\_19\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m2\_l1\_a3\_01.xml\_20\_str | I think you’re on to something here–definitely relevant to the students and connected to the real world. And it would address a good number of standards targeting data analysis, geometry, communication skills... Sounds like a great project! |  |
| pbl\_m2\_l1\_a3\_01.xml\_21\_str | Close X |  |

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|  | pbl\_m2\_l1\_a3\_01b.xml |  |
| pbl\_m2\_l1\_a3\_01b.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l1\_a3\_01b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l1\_a3\_01b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist. <br><br>3. Click <b>Next</b> to continue to <b>Lesson 2</b>. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_4\_str | Develop a project idea that both strongly targets your standards and connects to the real world. <br><br>1. Brainstorm a project scenario, like Maria and Abe<br> did in the previous conversation. <br>2. Write the project description in Module 2,<br> Lesson 1, Activity 3 of your Action Plan. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_7\_str | Action Plan |  |
| pbl\_m2\_l1\_a3\_01b.xml\_8\_str | Project Characteristics Checklist |  |
| pbl\_m2\_l1\_a3\_01b.xml\_9\_str | 1. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_10\_str | 2. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_11\_str | 3. |  |
| pbl\_m2\_l1\_a3\_01b.xml\_12\_str | Close |  |

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|  | pbl\_m2\_l2\_a1\_01.xml |  |
| pbl\_m2\_l2\_a1\_01.xml\_1\_str | 21st Century Skills Introduction |  |
| pbl\_m2\_l2\_a1\_01.xml\_2\_str | Beyond content standards, students need to learn <a href="asfunction:islAppRoot.launch\_glossary\_def,21st Century Skills"><b><u>21st century skills</u></b></a> such as collaboration, accountability, information literacy, critical thinking, and so on. In this activity, look in on Abe as he considers how to target 21st century skills in his classroom. |  |
| pbl\_m2\_l2\_a1\_01.xml\_3\_str |  |  |
| pbl\_m2\_l2\_a1\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m2\_l2\_a1\_01.xml\_5\_str | Traditional Instruction |  |
| pbl\_m2\_l2\_a1\_01.xml\_6\_str | In this middle school math classroom, the teacher is instructing her students on probability and statistics. She shows examples of probability problems on the blackboard. Students complete a worksheet to practice the new concepts and take a quiz to check their understanding of probability. |  |
| pbl\_m2\_l2\_a1\_01.xml\_7\_str | Close |  |

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|  | pbl\_m2\_l2\_a1\_02.xml |  |
| pbl\_m2\_l2\_a1\_02.xml\_1\_str | Overview of 21st Century Skills |  |
| pbl\_m2\_l2\_a1\_02.xml\_2\_str | The Partnership for 21st Century Skills presents a unified vision for 21st century learning: the skills, knowledge, and expertise students should master to succeed in the 21st century. |  |
| pbl\_m2\_l2\_a1\_02.xml\_3\_str |  |  |
| pbl\_m2\_l2\_a1\_02.xml\_4\_str | 1. |  |
| pbl\_m2\_l2\_a1\_02.xml\_5\_str | 2. |  |
| pbl\_m2\_l2\_a1\_02.xml\_6\_str | 3. |  |
| pbl\_m2\_l2\_a1\_02.xml\_7\_str | Roll over <b>each 21st century skill</b> category to learn more. |  |
| pbl\_m2\_l2\_a1\_02.xml\_8\_str | For more details on each of these skills, click <b>21st Century Skills</b>. |  |
| pbl\_m2\_l2\_a1\_02.xml\_9\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l2\_a1\_02.xml\_10\_str | Life and Career Skills |  |
| pbl\_m2\_l2\_a1\_02.xml\_11\_str | <li>Flexibility and Adaptability</li><li>Initiative and Self-Direction</li><li>Social and Cross-Cultural Skills</li><li>Productivity and Accountability</li><li>Leadership and Responsibility<li> |  |
| pbl\_m2\_l2\_a1\_02.xml\_12\_str | Learning and Innovation Skills |  |
| pbl\_m2\_l2\_a1\_02.xml\_13\_str | <li>Creativity and Innovation</li><li>Critical Thinking and Problem Solving</li><li>Communication and Collaboration</li> |  |
| pbl\_m2\_l2\_a1\_02.xml\_14\_str | Information, Media, and Technology Skills |  |
| pbl\_m2\_l2\_a1\_02.xml\_15\_str | <li>Information Literacy</li><li>Media Literacy</li><li>ICT (Information, Communications and Technology) Literacy</li> |  |
| pbl\_m2\_l2\_a1\_02.xml\_16\_str | Core subjects |  |
| pbl\_m2\_l2\_a1\_02.xml\_17\_str | Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. |  |
| pbl\_m2\_l2\_a1\_02.xml\_18\_str | Close |  |

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|  | pbl\_m2\_l2\_a1\_03.xml |  |
| pbl\_m2\_l2\_a1\_03.xml\_1\_str | Prioritizing Abe's 21st Century Skills |  |
| pbl\_m2\_l2\_a1\_03.xml\_2\_str | Abe wants to make sure his project addresses important 21st century skills–beyond the content standards. On Maria’s advice, Abe reviews the 21st century skills.<br><br>He thinks about his students and how they have little experience with projects and collaborating together. He’s concerned that they might lose their focus when working independently and not follow through on their tasks. He also wants to be sure they can come up with novel ideas and work through problems that arise.<br><br>He begins to prioritize the skills most relevant to his particular students and this playground design project. Although all the skills are important, he knows that to make an impact, he needs to focus on just a few. |  |
| pbl\_m2\_l2\_a1\_03.xml\_3\_str | Click <b>Next</b> to see how you would prioritize the skills needed in a project like Abe’s. |  |

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|  | pbl\_m2\_l2\_a1\_04.xml |  |
| pbl\_m2\_l2\_a1\_04.xml\_1\_str | Prioritizing Abe's 21st Century Skills |  |
| pbl\_m2\_l2\_a1\_04.xml\_2\_str |  |  |
| pbl\_m2\_l2\_a1\_04.xml\_3\_str | Which of these skills do you think are likely to be the top four skills most important for Abe’s students during this project? Click <a href="resources/21st\_Century\_Skills.pdf" target="\_blank"><u><b>here</b></u></a> to open the 21st Century Skills document, which you can use to help you answer this question. |  |
| pbl\_m2\_l2\_a1\_04.xml\_4\_str | Select the top four skills that you think would be important for Abe's students and click <b>Submit</b>. |  |
| pbl\_m2\_l2\_a1\_04.xml\_5\_str | Communication and Collaboration |  |
| pbl\_m2\_l2\_a1\_04.xml\_6\_str | Critical Thinking and Problem Solving |  |
| pbl\_m2\_l2\_a1\_04.xml\_7\_str | Leadership and Responsibility |  |
| pbl\_m2\_l2\_a1\_04.xml\_8\_str | Creativity and Innovation |  |
| pbl\_m2\_l2\_a1\_04.xml\_9\_str | Information Literacy |  |
| pbl\_m2\_l2\_a1\_04.xml\_10\_str | Media Literacy |  |
| pbl\_m2\_l2\_a1\_04.xml\_11\_str | Information, Communications and Technology |  |
| pbl\_m2\_l2\_a1\_04.xml\_12\_str | Initiative and Self-Direction |  |
| pbl\_m2\_l2\_a1\_04.xml\_13\_str | Social and Cross-Cultural Skills |  |
| pbl\_m2\_l2\_a1\_04.xml\_14\_str | Productivity and Accountability |  |
| pbl\_m2\_l2\_a1\_04.xml\_15\_str | Flexibility and Adaptability |  |
| pbl\_m2\_l2\_a1\_04.xml\_16\_str | <b>Well done</b>. Working in a team, coming up with novel solutions to problems, and communicating clearly would definitely be a top priority since Abe’s students are new to projects and this project strongly requires these skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l2\_a1\_04.xml\_17\_str | <b>There is no correct answer.</b> Abe's answers are now shown. Although many of these skills will be used by different people in different projects, working in a team, coming up with novel solutions to problems, and communicating clearly would be the top priority in this particular project since Abe’s students are new to projects and this project strongly requires these skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l2\_a1\_04.xml\_18\_str | SUBMIT |  |
| pbl\_m2\_l2\_a1\_04.xml\_19\_str | RETRY |  |
| pbl\_m2\_l2\_a1\_04.xml\_20\_str | Transcript text goes here. |  |

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|  | pbl\_m2\_l2\_a1\_05.xml |  |
| pbl\_m2\_l2\_a1\_05.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l2\_a1\_05.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l2\_a1\_05.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Click <b>Next</b> to continue. |  |
| pbl\_m2\_l2\_a1\_05.xml\_4\_str | 1. Review the list and description of 21st century skills.<br><br>2. Identify the top four 21st Century skills that you want <br> to target in your classroom. If you are creating a single<br> project during this course, identify the top four<br> 21st century skills for that specific project.<br><br>3. Note your ideas in Module 2, Lesson 2, Activity 1<br> of your Action Plan. |  |
| pbl\_m2\_l2\_a1\_05.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m2\_l2\_a1\_05.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m2\_l2\_a1\_05.xml\_7\_str | Action Plan |  |
| pbl\_m2\_l2\_a1\_05.xml\_8\_str | Project Characteristics Checklist |  |
| pbl\_m2\_l2\_a1\_05.xml\_9\_str | 1. |  |
| pbl\_m2\_l2\_a1\_05.xml\_10\_str | 2. |  |
| pbl\_m2\_l2\_a1\_05.xml\_11\_str | 3. |  |
| pbl\_m2\_l2\_a1\_05.xml\_12\_str | Close |  |

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|  | pbl\_m2\_l2\_a2\_01.xml |  |
| pbl\_m2\_l2\_a2\_01.xml\_1\_str | Abe and Maria Discuss Learning Objectives |  |
| pbl\_m2\_l2\_a2\_01.xml\_2\_str | Abe and Maria are discussing how to create project-specific learning objectives that incorporate targeted standards, higher-order thinking skills, and 21st century skills. |  |
| pbl\_m2\_l2\_a2\_01.xml\_3\_str | 1. |  |
| pbl\_m2\_l2\_a2\_01.xml\_4\_str | 2. |  |
| pbl\_m2\_l2\_a2\_01.xml\_5\_str | 3. |  |
| pbl\_m2\_l2\_a2\_01.xml\_6\_str | Before following Abe and Maria's conversation, click <b>Abe's Standards and 21st Century Skills</b> to review the standards and 21st century skills that he compiled for his project. |  |
| pbl\_m2\_l2\_a2\_01.xml\_7\_str | Then click <b>Abe</b> to listen as Abe and Maria continue planning the playground design project. |  |
| pbl\_m2\_l2\_a2\_01.xml\_8\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l2\_a2\_01.xml\_9\_str | Abe’s Standards and<br>21st Century Skills |  |
| pbl\_m2\_l2\_a2\_01.xml\_10\_str | You can drag the arrow to control the conversation |  |
| pbl\_m2\_l2\_a2\_01.xml\_11\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l2\_a2\_01.xml\_12\_str | Click Button |  |
| pbl\_m2\_l2\_a2\_01.xml\_13\_str | OK. So I have my standards and 21st century skills, but I’m not sure they will specifically help me know whether my students are successful. |  |
| pbl\_m2\_l2\_a2\_01.xml\_14\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m2\_l2\_a2\_01.xml\_15\_str | That’s where learning objectives come in. They’re helpful to identify what you want your students to be able to do and know in a measurable way. |  |
| pbl\_m2\_l2\_a2\_01.xml\_16\_str | Click 2 Button |  |
| pbl\_m2\_l2\_a2\_01.xml\_17\_str | Like, "Students will design a playground"? |  |
| pbl\_m2\_l2\_a2\_01.xml\_18\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m2\_l2\_a2\_01.xml\_19\_str | That’s a good start, but a bit too broad to be measurable. Let me show you the objectives for my solar cooker project. |  |
| pbl\_m2\_l2\_a2\_01.xml\_20\_str | Abe’s Targeted Standards |  |
| pbl\_m2\_l2\_a2\_01.xml\_21\_str | Students will:<li>develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios;</li><li>draw geometric objects with specified properties, such as side lengths or angle measures; </li><li>select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision; </li><li>select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots.</li><li>communicate mathematical thinking coherently and clearly to peers, teachers, and others.</li> |  |
| pbl\_m2\_l2\_a2\_01.xml\_22\_str | Abe’s Targeted 21st Century Skills |  |
| pbl\_m2\_l2\_a2\_01.xml\_23\_str | <li>Communication and Collaboration</li><li>Critical Thinking and Problem Solving</li><li>Initiative and Self-Direction</li><li>Creativity and Innovation</li> |  |
| pbl\_m2\_l2\_a2\_01.xml\_24\_str | Close |  |

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|  | pbl\_m2\_l2\_a2\_02.xml |  |
| pbl\_m2\_l2\_a2\_02.xml\_1\_str | Focused Learning Objectives |  |
| pbl\_m2\_l2\_a2\_02.xml\_2\_str | Maria's objectives are below. She calls out the key elements for effective objectives. |  |
| pbl\_m2\_l2\_a2\_02.xml\_3\_str | Students will be able to:<li>Apply scientific knowledge of heat transfer and solar energy: convection, conduction, and radiation</li><li>Develop a rationale for the use of solar energy based on research</li><li>Explain how solar energy is the basis of natural energy on Earth</li><li>Evaluate models and incorporate features into their own design</li><li>Accurately use scientific instruments when conducting experiments</li><li>Collect, organize, display, interpret, and draw conclusions from experimental data</li><li>Compare and contrast the use of fossil fuels versus solar energy</li> |  |
| pbl\_m2\_l2\_a2\_02.xml\_4\_str | 1. |  |
| pbl\_m2\_l2\_a2\_02.xml\_5\_str | 2. |  |
| pbl\_m2\_l2\_a2\_02.xml\_6\_str | Click each concept to see where it is employed in the sample objectives. |  |
| pbl\_m2\_l2\_a2\_02.xml\_7\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l2\_a2\_02.xml\_8\_str | Objectives tie directly to content standards |  |
| pbl\_m2\_l2\_a2\_02.xml\_9\_str | Objectives are written to specifically target the project–one size does not fit all |  |
| pbl\_m2\_l2\_a2\_02.xml\_10\_str | Higher-order thinking is incorporated |  |
| pbl\_m2\_l2\_a2\_02.xml\_11\_str | 21st century skills are addressed |  |
| pbl\_m2\_l2\_a2\_02.xml\_12\_str |  |  |
| pbl\_m2\_l2\_a2\_02.xml\_13\_str | Close |  |

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|  | pbl\_m2\_l2\_a2\_03.xml |  |
| pbl\_m2\_l2\_a2\_03.xml\_1\_str | Practice with Objectives |  |
| pbl\_m2\_l2\_a2\_03.xml\_2\_str |  |  |
| pbl\_m2\_l2\_a2\_03.xml\_3\_str | Abe brainstormed some learning objectives for his project. Which learning objectives so far would be most helpful for him and his students? |  |
| pbl\_m2\_l2\_a2\_03.xml\_4\_str | Select all that apply and click <b>Submit</b>. |  |
| pbl\_m2\_l2\_a2\_03.xml\_5\_str | Create a sketch of an original, innovative, and safe playground design |  |
| pbl\_m2\_l2\_a2\_03.xml\_6\_str | Conduct a survey and analyze results to prioritize wants and needs for a new playground |  |
| pbl\_m2\_l2\_a2\_03.xml\_7\_str | Create two-dimensional plans of a playground design to scale |  |
| pbl\_m2\_l2\_a2\_03.xml\_8\_str | Communicate persuasively through speaking and writing to a variety of audiences |  |
| pbl\_m2\_l2\_a2\_03.xml\_9\_str | Define perimeter and area |  |
| pbl\_m2\_l2\_a2\_03.xml\_10\_str | Deliver a persuasive multimedia presentation |  |
| pbl\_m2\_l2\_a2\_03.xml\_11\_str | Collect and display data in a variety of ways |  |
| pbl\_m2\_l2\_a2\_03.xml\_12\_str | <b>Correct</b>. These objectives are observable, project-specific, standards-based, and incorporate 21st century skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l2\_a2\_03.xml\_13\_str | <b>Incorrect</b>. The correct answers are now shown. These objectives are observable, project-specific, standards-based, and incorporate 21st century skills. For example, “collect and display data” could be written to be more specific to the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l2\_a2\_03.xml\_14\_str | <b>Not quite</b>. The correct answers are now shown. These objectives are observable, project-specific, standards-based, and incorporate 21st century skills. For example, “collect and display data” could be written to be more specific to the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l2\_a2\_03.xml\_15\_str | SUBMIT |  |
| pbl\_m2\_l2\_a2\_03.xml\_16\_str | RETRY |  |
| pbl\_m2\_l2\_a2\_03.xml\_17\_str | Transcript text goes here. |  |
| pbl\_m2\_l2\_a2\_03.xml\_18\_str | Your Turn |  |
| pbl\_m2\_l2\_a2\_03.xml\_19\_str | 1. Review the 21st century skills and the Standards and Objectives Rubric. <br>2. Brainstorm observable, specific, standards-based, and 21st century skills-focused learning objectives for your project. <br>3. Note your ideas in Module 2, Lesson 2, Activity 2 of your Action Plan. |  |

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|  | pbl\_m2\_l2\_a2\_03b.xml |  |
| pbl\_m2\_l2\_a2\_03b.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l2\_a2\_03b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l2\_a2\_03b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Click <b>Next</b> to continue to <b>Lesson 3</b>. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_4\_str | 1. Review the 21st century skills and the Standards <br> and Objectives Rubric. <br><br>2. Brainstorm observable, specific, standards-based,<br> and 21st century skills-focused learning objectives<br> for your project. <br><br>3. Note your ideas in Module 2, Lesson 2, Activity 2<br> of your Action Plan. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_7\_str | Action Plan |  |
| pbl\_m2\_l2\_a2\_03b.xml\_8\_str | 21st Century Skills |  |
| pbl\_m2\_l2\_a2\_03b.xml\_9\_str | Standards and Objectives Rubric |  |
| pbl\_m2\_l2\_a2\_03b.xml\_10\_str | 1. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_11\_str | 2. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_12\_str | 3. |  |
| pbl\_m2\_l2\_a2\_03b.xml\_13\_str | Close |  |

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|  | pbl\_m2\_l2\_a2\_05.xml |  |
| pbl\_m2\_l2\_a2\_05.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l2\_a2\_05.xml\_2\_str |  |  |
| pbl\_m2\_l2\_a2\_05.xml\_3\_str | When you are ready,<br>click <b>Next</b> to continue to <b>Lesson 3</b>. |  |
| pbl\_m2\_l2\_a2\_05.xml\_4\_str | 1<br><br><br><br><br><br><br>2 |  |
| pbl\_m2\_l2\_a2\_05.xml\_5\_str | You will learn strategies for teaching 21st century skills in Modules 3 and 5. To prepare for those activities,<br><br>Review the list and description of 21st century skills.<br>Identify the top four 21st century skills that you want to target in your classroom. If you are creating a single project during this course, identify the top four 21st century skills for that specific project.<br>Note your ideas in Module 2, Lesson 2, Activity 1 of your Action Plan. |  |
| pbl\_m2\_l2\_a2\_05.xml\_6\_str | 1.<br>2.<br><br>3. |  |
| pbl\_m2\_l2\_a2\_05.xml\_7\_str | Link to document (Clarity to provide) |  |
| pbl\_m2\_l2\_a2\_05.xml\_8\_str | Close |  |

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|  | pbl\_m2\_l3\_a1\_01.xml |  |
| pbl\_m2\_l3\_a1\_01.xml\_1\_str | Introduction to Curriculum-Framing Questions |  |
| pbl\_m2\_l3\_a1\_01.xml\_2\_str | <a href="asfunction:islAppRoot.launch\_glossary\_def,Curriculum-Framing Questions (CFQs)"><b><u>Curriculum-Framing Questions</u></b></a> (CFQs) help students connect essential concepts in and across different disciplines.<br><br>They provide a means of focusing learning while engaging students with thought-provoking questions. Curriculum-Framing Questions help tie the high-level learning goals of a project to the objectives and tasks. <br><br><b>Curriculum-Framing Questions</b> consist of a single, overarching <a href="asfunction:islAppRoot.launch\_glossary\_def,Essential Question"><b><u>Essential Question</u></b></a>, one or more <a href="asfunction:islAppRoot.launch\_glossary\_def,Unit Questions"><b><u>Unit Questions</u></b></a>, and several <a href="asfunction:islAppRoot.launch\_glossary\_def,Content Questions"><b><u>Content Questions</u></b></a>. |  |
| pbl\_m2\_l3\_a1\_01.xml\_3\_str |  |  |
| pbl\_m2\_l3\_a1\_01.xml\_4\_str | 1.<br><br><br>2. |  |
| pbl\_m2\_l3\_a1\_01.xml\_5\_str | Click <b>each component of a Curriculum-Framing Question</b> for more information.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l3\_a1\_01.xml\_6\_str | Essential Question |  |
| pbl\_m2\_l3\_a1\_01.xml\_7\_str | <b>Essential Questions are broad, open-ended questions that:</b><br><li>Address big ideas and enduring concepts</li><li>Are engaging and meaningful</li><li>Spark curiosity</li><li>Require higher-order thinking skills</li><li>Have multiple answers</li><li>Often cross disciplines and help students see how subjects are related |  |
| pbl\_m2\_l3\_a1\_01.xml\_8\_str | Example: <b><li>How can we find new solutions to old problems?</b></li> |  |
| pbl\_m2\_l3\_a1\_01.xml\_9\_str | Unit Questions |  |
| pbl\_m2\_l3\_a1\_01.xml\_10\_str | <b>Unit Questions are open-ended questions that:</b><br><li>Tie directly to a project or unit</li><li>Align with objectives</li><li>Require higher-order thinking skills</li><li>Help students construct their own answers and their own meaning from the information they have gathered</li><li>Help answer the Essential Question |  |
| pbl\_m2\_l3\_a1\_01.xml\_11\_str | Examples:</li><b><li>How can we "plug into" the sun? </li></b> |  |
| pbl\_m2\_l3\_a1\_01.xml\_12\_str | Content Questions |  |
| pbl\_m2\_l3\_a1\_01.xml\_13\_str | <b>Content Questions are closed questions that:</b><br><li>Have a narrow set of correct, fact-based answers</li><li>Often relate to definitions, identifications, and general recall of information (like test questions)</li><li>Help answer the Unit Questions |  |
| pbl\_m2\_l3\_a1\_01.xml\_14\_str | Examples:<b></li><li>How is heat transferred?</li><li>How does the Earth’s rotation and the sun’s position affect heat and temperature on Earth?</li></b> |  |
| pbl\_m2\_l3\_a1\_01.xml\_15\_str | Close |  |

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|  | pbl\_m2\_l3\_a1\_02.xml |  |
| pbl\_m2\_l3\_a1\_02.xml\_1\_str | Curriculum-Framing Questions Practice |  |
| pbl\_m2\_l3\_a1\_02.xml\_2\_str |  |  |
| pbl\_m2\_l3\_a1\_02.xml\_3\_str | Review each question and determine whether the question should be used as an Essential, Unit, or Content Question. |  |
| pbl\_m2\_l3\_a1\_02.xml\_4\_str | Drag each question to the appropriate description, and then click <b>Submit</b>. |  |
| pbl\_m2\_l3\_a1\_02.xml\_5\_str | Click <b>Next</b> to continue. |  |
| pbl\_m2\_l3\_a1\_02.xml\_6\_str | <b>Document</b> |  |
| pbl\_m2\_l3\_a1\_02.xml\_7\_str | Abe’s Concerns |  |
| pbl\_m2\_l3\_a1\_02.xml\_8\_str | Maria’s Responses |  |
| pbl\_m2\_l3\_a1\_02.xml\_9\_str | Content Question |  |
| pbl\_m2\_l3\_a1\_02.xml\_10\_str | Essential Question |  |
| pbl\_m2\_l3\_a1\_02.xml\_11\_str | Unit Question |  |
| pbl\_m2\_l3\_a1\_02.xml\_12\_str | What are numerators and denominators? |  |
| pbl\_m2\_l3\_a1\_02.xml\_13\_str | How can we make a difference? |  |
| pbl\_m2\_l3\_a1\_02.xml\_14\_str | What are the parts of a cell? |  |
| pbl\_m2\_l3\_a1\_02.xml\_15\_str | In what ways does our constitution protect our rights? |  |
| pbl\_m2\_l3\_a1\_02.xml\_16\_str | How can I be healthy? |  |
| pbl\_m2\_l3\_a1\_02.xml\_17\_str | How did early explorers change the world? |  |
| pbl\_m2\_l3\_a1\_02.xml\_18\_str | SUBMIT |  |
| pbl\_m2\_l3\_a1\_02.xml\_19\_str | TRY AGAIN |  |
| pbl\_m2\_l3\_a1\_02.xml\_20\_str | Show Correct Answers |  |
| pbl\_m2\_l3\_a1\_02.xml\_21\_str | Show My Answers |  |
| pbl\_m2\_l3\_a1\_02.xml\_22\_str | <b>Correct</b>. Essential and Unit Questions are open-ended questions, and Content Questions are focused on answers that have an unambiguous, fact-focused answer.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a1\_02.xml\_23\_str | <b>Incorrect</b>. The correct matches are now shown. Essential and Unit Questions are open-ended questions, and Content Questions are focused on answers that have an unambiguous, fact-focused answer. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a1\_02.xml\_24\_str | <b>Not quite</b>. The correct matches are now shown. Essential and Unit Questions are open-ended questions, and Content Questions are focused on answers that have an unambiguous, fact-focused answer.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a1\_02.xml\_25\_str | <b>Not quite. Try again.</b> |  |
| pbl\_m2\_l3\_a1\_02.xml\_26\_str | Transcript text goes here. |  |

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|  | pbl\_m2\_l3\_a2\_01.xml |  |
| pbl\_m2\_l3\_a2\_01.xml\_1\_str | Abe and Maria Discuss<br>Curriculum-Framing Questions |  |
| pbl\_m2\_l3\_a2\_01.xml\_2\_str | Abe knows that many teachers in his school use Curriculum-Framing Questions to help focus learning and target higher-order thinking skills, but he has questions on how they’re actually used in the classroom. He asks Maria for help. |  |
| pbl\_m2\_l3\_a2\_01.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m2\_l3\_a2\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l3\_a2\_01.xml\_5\_str | Your Turn |  |
| pbl\_m2\_l3\_a2\_01.xml\_6\_str | Develop a project idea that both strongly targets your standards and connects to the real world.<br>1.Write a brief project description and brainstorm a scenario, like Maria and Abe did in the previous conversation.<br>2.Type the project scenario in Module 2, Lesson 1, Activity 3 of your Action Plan. |  |
| pbl\_m2\_l3\_a2\_01.xml\_7\_str | You can drag the arrow to control the conversation |  |
| pbl\_m2\_l3\_a2\_01.xml\_8\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l3\_a2\_01.xml\_9\_str | Click Button |  |
| pbl\_m2\_l3\_a2\_01.xml\_10\_str | I like the idea of Curriculum-Framing Questions to help guide my project, but I’m not really sure how I would use them in my classroom. |  |
| pbl\_m2\_l3\_a2\_01.xml\_11\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_01.xml\_12\_str | What I like to do is use my Essential Question as a discussion starter at the beginning of my project. For several of our units this year, our Essential Question is <i>How can we find new solutions to old problems?</i> For the solar project, we start by talking about inventions that were used to solve a problem. Students brainstorm ones that have been improved over time–or should be. I also bring up the question at key points during the project to help them reassess their ideas–as well as the end of the project. |  |
| pbl\_m2\_l3\_a2\_01.xml\_13\_str | Click 2 Button |  |
| pbl\_m2\_l3\_a2\_01.xml\_14\_str | I also noticed in your classroom that you have the Essential Question posted. |  |
| pbl\_m2\_l3\_a2\_01.xml\_15\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_01.xml\_16\_str | Yes, it helps prompt both my students and me to consider the question in different contexts beyond the current project. |  |
| pbl\_m2\_l3\_a2\_01.xml\_17\_str | Click 3 Button |  |
| pbl\_m2\_l3\_a2\_01.xml\_18\_str | What about the Unit Questions? How do you use them? |  |
| pbl\_m2\_l3\_a2\_01.xml\_19\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_01.xml\_20\_str | For this project, I have two Unit Questions: <i>Should solar energy be considered as an alternative to fossil fuels?</i> and <i>How can we "plug into" the sun?</i> After our general discussion about solutions to old problems, I present the project requirements, and then we discuss those questions. I also use them as journal prompts at various points–such as after they have conducted research and again after they have their initial solar cooker design ideas. |  |
| pbl\_m2\_l3\_a2\_01.xml\_21\_str | Click 4 Button |  |
| pbl\_m2\_l3\_a2\_01.xml\_22\_str | That sounds like a great idea. And I know the Content Questions are a lot of the same types of questions we ask on testsâ€¦ |  |
| pbl\_m2\_l3\_a2\_01.xml\_23\_str | Click 4 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_01.xml\_24\_str | Yes. They cover those key concepts that are critical to understanding the subject matter. I use questions such as <i>What are the factors that limit solar heat transfer?</i> as quiz questions--as well as embed them in the requirements for their presentation. |  |
| pbl\_m2\_l3\_a2\_01.xml\_25\_str | Click 5 Button |  |
| pbl\_m2\_l3\_a2\_01.xml\_26\_str | I’m starting to see how these questions can be used to really help students think deeply about what they are learning. |  |
| pbl\_m2\_l3\_a2\_01.xml\_27\_str | Click 5 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_01.xml\_28\_str |  |  |
| pbl\_m2\_l3\_a2\_01.xml\_29\_str | Close X |  |

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|  | pbl\_m2\_l3\_a2\_02.xml |  |
| pbl\_m2\_l3\_a2\_02.xml\_1\_str | Curriculum-Framing Questions Assessment: Essential Question |  |
| pbl\_m2\_l3\_a2\_02.xml\_2\_str | Abe is brainstorming his Curriculum-Framing Questions. Over the next few screens, use the CFQ Rubric to understand the <a href="asfunction:islAppRoot.launch\_glossary\_def,trait"><u>traits</u></a> of good Curriculum-Framing Questions and assess his first draft of questions.<br>Abe’s draft Essential Question is: <b>How can math help me plan a playground?</b> |  |
| pbl\_m2\_l3\_a2\_02.xml\_3\_str | Essential Question (EQ) generates critical thinking. |  |
| pbl\_m2\_l3\_a2\_02.xml\_4\_str | Select the <b>level of <a href="asfunction:islAppRoot.launch\_glossary\_def,descriptor"><u>descriptor</u></a></b> that best describes the quality of this Essential Question and click <b>Submit</b>. |  |
| pbl\_m2\_l3\_a2\_02.xml\_5\_str | <b>2</b><br><br>The EQ addresses an overall concept of a single curricular unit or project. |  |
| pbl\_m2\_l3\_a2\_02.xml\_6\_str | <b>4</b><br><br>The EQ is a thought-provoking, engaging question that crosses multiple curricular areas and/or multiple units in a single curricular area. |  |
| pbl\_m2\_l3\_a2\_02.xml\_7\_str | <b>3</b><br><br>The EQ addresses a broad idea that crosses multiple curricular areas or multiple units in a single curricular area. |  |
| pbl\_m2\_l3\_a2\_02.xml\_8\_str | <b>1</b><br><br>The EQ addresses a minor, fact-based question in a single unit or project. |  |
| pbl\_m2\_l3\_a2\_02.xml\_9\_str | Students develop expertise on frogs by investigating frog habitats, observing frogs, and raising frogs from eggs. Students record observations and reflections in a science log. They share their expertise in an informative brochure for visitors at a new amphibian exhibit at the local zoo. |  |
| pbl\_m2\_l3\_a2\_02.xml\_10\_str | Students learn about the concepts of force, motion, and work through science labs. They test a variety of simple machines to understand how the six types of simple machines differ. |  |
| pbl\_m2\_l3\_a2\_02.xml\_11\_str | Elementary school students learn about health, nutrition, and consumerism by creating a new restaurant that offers healthy and appealing foods. They develop their own advertising campaign for the restaurant by developing convincing commercials. |  |
| pbl\_m2\_l3\_a2\_02.xml\_12\_str | Students read stories about the heroes of Greek mythology and compare the characteristics of a Greek hero to a modern-day hero. They choose a contemporary hero and write a myth that becomes part of a collective book, shared with an audience. |  |
| pbl\_m2\_l3\_a2\_02.xml\_13\_str | Algebra students learn about equations by investigating one aspect of a bicycle. Using bicycle-related relationships, such as wheel diameter and coasting distance, or frame tubing size and weight allowance, they apply math formulas to analyze how bicycles function. They share their findings and make recommendations to a bicycle company for bicycle improvements. |  |
| pbl\_m2\_l3\_a2\_02.xml\_14\_str | <b>Correct</b>. The Essential Question is categorized as a 2 because the EQ focuses specifically on the playground design unit–the main concept of a single unit in one curricular area.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a2\_02.xml\_15\_str |  |  |
| pbl\_m2\_l3\_a2\_02.xml\_16\_str | <b>Incorrect</b>. The correct answer is shown. The EQ focuses only on the main concept of the playground unit and one curricular area, rather than being cross-curricular and/or covering multiple units/projects.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a2\_02.xml\_17\_str | SUBMIT |  |
| pbl\_m2\_l3\_a2\_02.xml\_18\_str | TRY AGAIN |  |
| pbl\_m2\_l3\_a2\_02.xml\_19\_str | Transcript text goes here. |  |

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|  | pbl\_m2\_l3\_a2\_03.xml |  |
| pbl\_m2\_l3\_a2\_03.xml\_1\_str | Curriculum-Framing Questions Assessment: Unit Questions |  |
| pbl\_m2\_l3\_a2\_03.xml\_2\_str | Use the CFQ Rubric to assess Abe’s first draft Unit Question. Abe’s draft Unit Question is:<br><b>What playground design should we choose?</b> |  |
| pbl\_m2\_l3\_a2\_03.xml\_3\_str | Unit Questions (UQs) support learning goals. |  |
| pbl\_m2\_l3\_a2\_03.xml\_4\_str | Select the <b>level of descriptor</b> that best describes the quality of this Unit Question and click <b>Submit</b>. |  |
| pbl\_m2\_l3\_a2\_03.xml\_5\_str | <b>3</b><br><br>The UQs are open-ended, aligned with objectives, and ask students to use some higher-order thinking to develop a basic understanding of a unit’s main concepts. |  |
| pbl\_m2\_l3\_a2\_03.xml\_6\_str | <b>4</b><br><br>The UQs are open-ended, engaging, clearly aligned with objectives, and require students to use higher-order thinking to develop conceptual understanding related to a single unit or project. |  |
| pbl\_m2\_l3\_a2\_03.xml\_7\_str | <b>2</b><br><br>The UQs are open-ended but relate to only a portion of a unit or project and/or are not clearly connected to objectives, higher-order thinking, or concepts specific to a unit. |  |
| pbl\_m2\_l3\_a2\_03.xml\_8\_str | <b>1</b><br><br>The UQs have pre-determined answers or are too broad for a unit to focus understanding. |  |
| pbl\_m2\_l3\_a2\_03.xml\_9\_str | Students develop expertise on frogs by investigating frog habitats, observing frogs, and raising frogs from eggs. Students record observations and reflections in a science log. They share their expertise in an informative brochure for visitors at a new amphibian exhibit at the local zoo. |  |
| pbl\_m2\_l3\_a2\_03.xml\_10\_str | Students learn about the concepts of force, motion, and work through science labs. They test a variety of simple machines to understand how the six types of simple machines differ. |  |
| pbl\_m2\_l3\_a2\_03.xml\_11\_str | Elementary school students learn about health, nutrition, and consumerism by creating a new restaurant that offers healthy and appealing foods. They develop their own advertising campaign for the restaurant by developing convincing commercials. |  |
| pbl\_m2\_l3\_a2\_03.xml\_12\_str | Students read stories about the heroes of Greek mythology and compare the characteristics of a Greek hero to a modern-day hero. They choose a contemporary hero and write a myth that becomes part of a collective book, shared with an audience. |  |
| pbl\_m2\_l3\_a2\_03.xml\_13\_str | Algebra students learn about equations by investigating one aspect of a bicycle. Using bicycle-related relationships, such as wheel diameter and coasting distance, or frame tubing size and weight allowance, they apply math formulas to analyze how bicycles function. They share their findings and make recommendations to a bicycle company for bicycle improvements. |  |
| pbl\_m2\_l3\_a2\_03.xml\_14\_str | <b>Correct</b>. The Unit Question is categorized as a 3 because it is not particularly engaging and seems limited in its higher-order thinking requirements. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a2\_03.xml\_15\_str |  |  |
| pbl\_m2\_l3\_a2\_03.xml\_16\_str | <b>Incorrect</b>. The correct answer is now shown. The Unit Question is categorized as a 3 because it is not particularly engaging and seems limited in its higher-order thinking requirements. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a2\_03.xml\_17\_str | SUBMIT |  |
| pbl\_m2\_l3\_a2\_03.xml\_18\_str | TRY AGAIN |  |
| pbl\_m2\_l3\_a2\_03.xml\_19\_str | Transcript text goes here. |  |

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|  | pbl\_m2\_l3\_a2\_04.xml |  |
| pbl\_m2\_l3\_a2\_04.xml\_1\_str | Curriculum-Framing Questions Assessment: Content Questions |  |
| pbl\_m2\_l3\_a2\_04.xml\_2\_str | Use the CFQ Rubric to assess Abe’s first draft of Content Questions. Abe’s draft Content Questions are:<br><b>How do we use math to help persuade others? How do we make a map to scale? How do you use a measuring tape?</b> |  |
| pbl\_m2\_l3\_a2\_04.xml\_3\_str | Content Questions (CQs) address important factual knowledge. |  |
| pbl\_m2\_l3\_a2\_04.xml\_4\_str | Select the <b>level of descriptor</b> that best describes the quality of the Content Questions and click <b>Submit</b>. |  |
| pbl\_m2\_l3\_a2\_04.xml\_5\_str | <b>2</b><br><br>Some of the CQs address factual understanding, but one or more are either too broad or too insignificant to build understanding of the larger questions in the unit. |  |
| pbl\_m2\_l3\_a2\_04.xml\_6\_str | <b>4</b><br><br>The CQs focus on key concepts to build factual knowledge in support of the Unit Question. They have narrow and defined answers. |  |
| pbl\_m2\_l3\_a2\_04.xml\_7\_str | <b>3</b><br><br>The CQs build factual knowledge, and have narrow and defined answers. |  |
| pbl\_m2\_l3\_a2\_04.xml\_8\_str | <b>1</b><br><br>The CQs do not build factual understanding for the unit. |  |
| pbl\_m2\_l3\_a2\_04.xml\_9\_str | Students develop expertise on frogs by investigating frog habitats, observing frogs, and raising frogs from eggs. Students record observations and reflections in a science log. They share their expertise in an informative brochure for visitors at a new amphibian exhibit at the local zoo. |  |
| pbl\_m2\_l3\_a2\_04.xml\_10\_str | Students learn about the concepts of force, motion, and work through science labs. They test a variety of simple machines to understand how the six types of simple machines differ. |  |
| pbl\_m2\_l3\_a2\_04.xml\_11\_str | Elementary school students learn about health, nutrition, and consumerism by creating a new restaurant that offers healthy and appealing foods. They develop their own advertising campaign for the restaurant by developing convincing commercials. |  |
| pbl\_m2\_l3\_a2\_04.xml\_12\_str | Students read stories about the heroes of Greek mythology and compare the characteristics of a Greek hero to a modern-day hero. They choose a contemporary hero and write a myth that becomes part of a collective book, shared with an audience. |  |
| pbl\_m2\_l3\_a2\_04.xml\_13\_str | Algebra students learn about equations by investigating one aspect of a bicycle. Using bicycle-related relationships, such as wheel diameter and coasting distance, or frame tubing size and weight allowance, they apply math formulas to analyze how bicycles function. They share their findings and make recommendations to a bicycle company for bicycle improvements. |  |
| pbl\_m2\_l3\_a2\_04.xml\_14\_str | <b>Correct</b>. The Content Questions are categorized as a 2 because<i>How do we use math to help persuade others?</i> is too broad and <i>How do you use a measuring tape?</i> could be incorporated into a more significant question on measuring.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a2\_04.xml\_15\_str |  |  |
| pbl\_m2\_l3\_a2\_04.xml\_16\_str | <b>Incorrect</b>. The correct answer is now shown. The Content Questions are categorized as a 2 because <i>How do we use math to help persuade others?</i> is too broad and <i>How do you use a measuring tape?</i> could be incorporated into a more significant question on measuring.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l3\_a2\_04.xml\_17\_str | SUBMIT |  |
| pbl\_m2\_l3\_a2\_04.xml\_18\_str | TRY AGAIN |  |
| pbl\_m2\_l3\_a2\_04.xml\_19\_str | Transcript text goes here. |  |

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|  | pbl\_m2\_l3\_a2\_05.xml |  |
| pbl\_m2\_l3\_a2\_05.xml\_1\_str | Curriculum-Framing Questions |  |
| pbl\_m2\_l3\_a2\_05.xml\_2\_str | Abe revised his Curriculum-Framing Questions for his project, but he still thinks they need work.<br><br>Maria is helping Abe think through his questions. |  |
| pbl\_m2\_l3\_a2\_05.xml\_3\_str |  |  |
| pbl\_m2\_l3\_a2\_05.xml\_4\_str | Your Turn |  |
| pbl\_m2\_l3\_a2\_05.xml\_5\_str | View additional samples of Curriculum-Framing Questions. |  |
| pbl\_m2\_l3\_a2\_05.xml\_6\_str | Note any questions or ideas you could use in your classroom in <i>Module 2, Lesson 3, Activity 2</i> of your Action Plan. |  |
| pbl\_m2\_l3\_a2\_05.xml\_7\_str | Use the Curriculum-Framing Questions worksheet to help you create CFQs for your own project. |  |
| pbl\_m2\_l3\_a2\_05.xml\_8\_str | Write your draft Curriculum-Framing Questions in <i>Module 2, Lesson 3, Activity 2</i> of your Action Plan. |  |
| pbl\_m2\_l3\_a2\_05.xml\_9\_str | 1. |  |
| pbl\_m2\_l3\_a2\_05.xml\_10\_str | 2. |  |
| pbl\_m2\_l3\_a2\_05.xml\_11\_str | 3. |  |
| pbl\_m2\_l3\_a2\_05.xml\_12\_str | 4. |  |
| pbl\_m2\_l3\_a2\_05.xml\_13\_str | Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m2\_l3\_a2\_05.xml\_14\_str | You can drag the arrow to control the conversation |  |
| pbl\_m2\_l3\_a2\_05.xml\_15\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l3\_a2\_05.xml\_16\_str | Click Button |  |
| pbl\_m2\_l3\_a2\_05.xml\_17\_str | Could you help me with my CFQs? |  |
| pbl\_m2\_l3\_a2\_05.xml\_18\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_05.xml\_19\_str | Sure. Regarding your Content Questions, why do you want your students to know how to use a measuring tape? |  |
| pbl\_m2\_l3\_a2\_05.xml\_20\_str | Click 2 Button |  |
| pbl\_m2\_l3\_a2\_05.xml\_21\_str | I want them to be able to measure accurately. |  |
| pbl\_m2\_l3\_a2\_05.xml\_22\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_05.xml\_23\_str | How could you revise that question to reflect a larger focus? |  |
| pbl\_m2\_l3\_a2\_05.xml\_24\_str | Click 3 Button |  |
| pbl\_m2\_l3\_a2\_05.xml\_25\_str | Hmm. Measuringâ€¦accuracyâ€¦how about, <i>How do you make accurate measurements</i>? |  |
| pbl\_m2\_l3\_a2\_05.xml\_26\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_05.xml\_27\_str | Better! Now, I noticed the word <i>choose</i> in your question, <i>What playground design should we choose?</i> That makes it sound like your students aren’t the designers. |  |
| pbl\_m2\_l3\_a2\_05.xml\_28\_str | Click 4 Button |  |
| pbl\_m2\_l3\_a2\_05.xml\_29\_str | I see–I do want a focus on creativity. How about, <i>How do we design a playground?</i> |  |
| pbl\_m2\_l3\_a2\_05.xml\_30\_str | Click 4 Button Pop Up Title Text |  |
| pbl\_m2\_l3\_a2\_05.xml\_31\_str | That works–and you could add, <i>to meet everyone's needs</i> to bring in collaboration and community. |  |
| pbl\_m2\_l3\_a2\_05.xml\_32\_str | Great! Last one. I’m not sure my Essential Question–<i>How is math used in the real world?</i>–is engaging enough. |  |
| pbl\_m2\_l3\_a2\_05.xml\_33\_str | Well, look at the big ideas of your project that could be important in other units. You already include accuracy and creativity, and we added community and collaboration. |  |
| pbl\_m2\_l3\_a2\_05.xml\_34\_str | Yeah, those ideas help. Hmmm. How about, <i>How can we work together to create a better world?</i> Or, <i>How can we make a difference?</i> Or, <i>How can our voices be heard?</i> |  |
| pbl\_m2\_l3\_a2\_05.xml\_35\_str | Any of those would work! |  |
| pbl\_m2\_l3\_a2\_05.xml\_36\_str | Close X |  |

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|  | pbl\_m2\_l3\_a2\_06.xml |  |
| pbl\_m2\_l3\_a2\_06.xml\_1\_str | Revised Curriculum-Framing Questions |  |
| pbl\_m2\_l3\_a2\_06.xml\_2\_str | Let’s see how Abe has further revised his Curriculum-Framing Questions. |  |
| pbl\_m2\_l3\_a2\_06.xml\_3\_str | 1.<br><br><br>2. |  |
| pbl\_m2\_l3\_a2\_06.xml\_4\_str | Click the <b>note pad</b> with Abe's original Curriculum-Framing Questions to view his revised questions.<br><br>When you are ready, click <b>Next</b> to continue. |  |
| pbl\_m2\_l3\_a2\_06.xml\_5\_str | 5<br><br>6<br><br>7 |  |
| pbl\_m2\_l3\_a2\_06.xml\_6\_str |  |  |
| pbl\_m2\_l3\_a2\_06.xml\_7\_str | EQ: How is math used in the real world?<br>UQ: What playground design should we choose?<br>CQs: How do we use math to help persuade others?<br> How do we make a map to scale?<br> How do you use a measuring tape? |  |
| pbl\_m2\_l3\_a2\_06.xml\_8\_str | My revised Curriculum-Framing Questions for the Playground Project: |  |
| pbl\_m2\_l3\_a2\_06.xml\_9\_str | â€¢ <b>Essential Question</b><br> How can our voices be heard?<br>â€¢ <b>Unit Questions</b><br> How do we design a playground that is safe and enjoyable for everyone?<br>â€¢ <b>Sample Content Questions</b><br> How do you create a map to scale?<br> What is the best way to represent data from a survey?<br> How do you make accurate measurements? |  |
| pbl\_m2\_l3\_a2\_06.xml\_10\_str | First Draft CFQs |  |
| pbl\_m2\_l3\_a2\_06.xml\_11\_str | Close |  |

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|  | pbl\_m2\_l3\_a2\_07.xml |  |
| pbl\_m2\_l3\_a2\_07.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l3\_a2\_07.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l3\_a2\_07.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Click <b>Next</b> to continue to <b>Lesson 4</b>. |  |
| pbl\_m2\_l3\_a2\_07.xml\_4\_str | 1. View additional samples of Curriculum-Framing Questions.<br>2. Note any questions or ideas you could use in your classroom<br> in Module 2, Lesson 3, Activity 2 of your Action Plan.<br>3. Use the Curriculum-Framing Questions worksheet to<br> help you create CFQs for your own project.<br>4. Use the CFQ Rubric to assess your questions.<br>5. Write your draft Curriculum-Framing Questions in<br> Module 2, Lesson 3, Activity 2 of your Action Plan. |  |
| pbl\_m2\_l3\_a2\_07.xml\_5\_str | Open your Action Plan document and complete the Your Turn. |  |
| pbl\_m2\_l3\_a2\_07.xml\_6\_str | Remember to update your Action Plan checklist. |  |
| pbl\_m2\_l3\_a2\_07.xml\_7\_str | 1. |  |
| pbl\_m2\_l3\_a2\_07.xml\_8\_str | 2. |  |
| pbl\_m2\_l3\_a2\_07.xml\_9\_str | 3. |  |
| pbl\_m2\_l3\_a2\_07.xml\_10\_str | Close |  |

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|  | pbl\_m2\_l4\_a1\_01.xml |  |
| pbl\_m2\_l4\_a1\_01.xml\_1\_str | Assessment Introduction |  |
| pbl\_m2\_l4\_a1\_01.xml\_2\_str | The first two steps of project design focus on goals related to 21st century skills, higher-order thinking, enduring learning, and essential questions. Could a multiple choice test at the end of a project assess whether those lofty goals were met?<br><br>Not likely. |  |
| pbl\_m2\_l4\_a1\_01.xml\_3\_str | In a project-based classroom, tests and quizzes don’t disappear but many important skills students need to learn cannot be assessed by traditional tests.<br><br>For example, imagine attempting to assess collaboration or creativity with a traditional test.<br><br>Although assessment will be covered in-depth in Module 3, this lesson provides an introduction to ongoing, student-centered assessment in the context of project design. |  |
| pbl\_m2\_l4\_a1\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |

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|  | pbl\_m2\_l4\_a1\_02.xml |  |
| pbl\_m2\_l4\_a1\_02.xml\_1\_str | Formative and Summative Assessment |  |
| pbl\_m2\_l4\_a1\_02.xml\_2\_str | Much project assessment is formative. Rather than testing mastery, formative assessment improves learning and refines instruction. Formative assessment is ongoing and embedded. It takes place at multiple points during a project and often becomes a regular part of classroom learning.<br><br>Ongoing assessment can:<li>Gauge student needs</li><li>Encourage strategic learning</li><li>Demonstrate understanding</li><br>Summative assessment takes place at the end of a project. Although it can include traditional tests and quizzes, teachers also ask students to demonstrate a skill or process. |  |
| pbl\_m2\_l4\_a1\_02.xml\_3\_str | Click <b>Next</b> to continue. |  |

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|  | pbl\_m2\_l4\_a1\_03.xml |  |
| pbl\_m2\_l4\_a1\_03.xml\_1\_str | Formative and Summative Assessment |  |
| pbl\_m2\_l4\_a1\_03.xml\_2\_str | View various types of ongoing assessments in action. |  |
| pbl\_m2\_l4\_a1\_03.xml\_3\_str | Learn more about formative assessment. |  |
| pbl\_m2\_l4\_a1\_03.xml\_4\_str | Click the <b>Next</b> button on the filmstrip to move to the next picture. |  |
| pbl\_m2\_l4\_a1\_03.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l4\_a1\_03.xml\_6\_str | 1. |  |
| pbl\_m2\_l4\_a1\_03.xml\_7\_str | 2. |  |
| pbl\_m2\_l4\_a1\_03.xml\_8\_str | Next |  |
| pbl\_m2\_l4\_a1\_03.xml\_9\_str | Back |  |
| pbl\_m2\_l4\_a1\_03.xml\_10\_str | group\_name\_1 |  |
| pbl\_m2\_l4\_a1\_03.xml\_11\_str | group\_name\_2 |  |
| pbl\_m2\_l4\_a1\_03.xml\_12\_str | group\_name\_3 |  |
| pbl\_m2\_l4\_a1\_03.xml\_13\_str | group\_name\_4 |  |
| pbl\_m2\_l4\_a1\_03.xml\_14\_str | group\_name\_5 |  |
| pbl\_m2\_l4\_a1\_03.xml\_15\_str | Peer Conferences |  |
| pbl\_m2\_l4\_a1\_03.xml\_16\_str | screen\_audio\_step\_on.swf |  |
| pbl\_m2\_l4\_a1\_03.xml\_17\_str | Self-Reflection |  |
| pbl\_m2\_l4\_a1\_03.xml\_18\_str | Teacher Anecdotal Notes |  |
| pbl\_m2\_l4\_a1\_03.xml\_19\_str | Student Self-Assessment |  |
| pbl\_m2\_l4\_a1\_03.xml\_20\_str | Product or Performance |  |

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|  | pbl\_m2\_l4\_a2\_01.xml |  |
| pbl\_m2\_l4\_a2\_01.xml\_1\_str | Abe and Maria Discuss Assessment |  |
| pbl\_m2\_l4\_a2\_01.xml\_2\_str | Different assessment strategies meet different purposes. Abe has some questions for Maria about ongoing assessment throughout a project. |  |
| pbl\_m2\_l4\_a2\_01.xml\_3\_str | Assessment Timeline |  |
| pbl\_m2\_l4\_a2\_01.xml\_4\_str | <li>Brainstorm</li> |  |
| pbl\_m2\_l4\_a2\_01.xml\_5\_str | <li>Anecdotal Notes</li> |  |
| pbl\_m2\_l4\_a2\_01.xml\_6\_str | <li>Journals</li><li>Collaboration</li><li>Checklist</li> |  |
| pbl\_m2\_l4\_a2\_01.xml\_7\_str | <li>Group Conferences</li><li>Solar Oven Rubric</li><li>Project Plan Checklist</li> |  |
| pbl\_m2\_l4\_a2\_01.xml\_8\_str | <li>Solar Oven Rubric</li> |  |
| pbl\_m2\_l4\_a2\_01.xml\_9\_str | <li>Reflections</li> |  |
| pbl\_m2\_l4\_a2\_01.xml\_10\_str | Assessment Plan |  |
| pbl\_m2\_l4\_a2\_01.xml\_11\_str | Brainstorm |  |
| pbl\_m2\_l4\_a2\_01.xml\_12\_str | Anecdotal Notes |  |
| pbl\_m2\_l4\_a2\_01.xml\_13\_str | Journals |  |
| pbl\_m2\_l4\_a2\_01.xml\_14\_str | Collaboration Checklist |  |
| pbl\_m2\_l4\_a2\_01.xml\_15\_str | Group Conferences |  |
| pbl\_m2\_l4\_a2\_01.xml\_16\_str | Solar Oven Rubric |  |
| pbl\_m2\_l4\_a2\_01.xml\_17\_str | Project Plan Checklist |  |
| pbl\_m2\_l4\_a2\_01.xml\_18\_str | Reflections |  |
| pbl\_m2\_l4\_a2\_01.xml\_19\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m2\_l4\_a2\_01.xml\_20\_str | 2. When you are finished, click <b>Next</b> to continue to <b>Lesson 5</b>. |  |
| pbl\_m2\_l4\_a2\_01.xml\_21\_str | Your Turn |  |
| pbl\_m2\_l4\_a2\_01.xml\_22\_str | Use the <a href="resources/something.pdf" target="\_blank"><u>Assessment Practices</u></a> survey to reflect on the types, methods, and tools of assessment that you currently use in your classroom. |  |
| pbl\_m2\_l4\_a2\_01.xml\_23\_str | Note any interesting results and your thoughts as you reflect on your practice in the <i>Module 2, Lesson 4, Activity 2</i> section of your Action Plan. |  |
| pbl\_m2\_l4\_a2\_01.xml\_24\_str | Headphones/Speakers on! |  |
| pbl\_m2\_l4\_a2\_01.xml\_25\_str | 1. |  |
| pbl\_m2\_l4\_a2\_01.xml\_26\_str | 2. |  |
| pbl\_m2\_l4\_a2\_01.xml\_27\_str | You can drag the arrow to control the conversation |  |
| pbl\_m2\_l4\_a2\_01.xml\_28\_str | Click Button |  |
| pbl\_m2\_l4\_a2\_01.xml\_29\_str | Maria, I’m used to giving tests and quizzes to assess my students. How will I know what they are learning when they are doing projects? |  |
| pbl\_m2\_l4\_a2\_01.xml\_30\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m2\_l4\_a2\_01.xml\_31\_str | With a project, you assess student learning and 21st century skills throughout the project in multiple ways. I like to create Assessment Timelines to help me visualize assessments in my projects. |  |
| pbl\_m2\_l4\_a2\_01.xml\_32\_str | Click 2 Button |  |
| pbl\_m2\_l4\_a2\_01.xml\_33\_str |  |  |
| pbl\_m2\_l4\_a2\_01.xml\_34\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m2\_l4\_a2\_01.xml\_35\_str | Once I decide what assessments I want to use in a project, I create my Assessment Plan. My plan describes the process and purpose of each assessment in more detail. |  |
| pbl\_m2\_l4\_a2\_01.xml\_36\_str | Click 3 Button |  |
| pbl\_m2\_l4\_a2\_01.xml\_37\_str | I like the idea of providing checklists to students so they will know exactly what steps they need to complete. And I hadn’t thought of student conferences as an assessment tool. |  |
| pbl\_m2\_l4\_a2\_01.xml\_38\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m2\_l4\_a2\_01.xml\_39\_str | Yes, I’ve found both to be very helpful. To build your timeline, start by brainstorming the types of assessments that could be used before, during, and after your project. |  |
| pbl\_m2\_l4\_a2\_01.xml\_40\_str | This is helpful. Thanks. I’ll map out some ideas for a timeline of my own. |  |
| pbl\_m2\_l4\_a2\_01.xml\_41\_str | Close |  |

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|  | pbl\_m2\_l5\_a1\_01.xml |  |
| pbl\_m2\_l5\_a1\_01.xml\_1\_str | Project Activities Introduction |  |
| pbl\_m2\_l5\_a1\_01.xml\_2\_str | Once the foundation of standards, learning objectives, Curriculum-Framing Questions, and assessment are in place, you are ready to plan your project’s activities.<br><br>In activity planning, you fully develop the scenarios that provide rich learning experiences for students. Involving students in problem-solving investigations or other meaningful tasks helps them answer the Curriculum-Framing Questions and address real-world concerns.<br><br>This project design lesson provides an introduction to student-centered activity planning. Module 4 addresses activity planning in-depth. |  |
| pbl\_m2\_l5\_a1\_01.xml\_3\_str |  |  |
| pbl\_m2\_l5\_a1\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |

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|  | pbl\_m2\_l5\_a1\_02.xml |  |
| pbl\_m2\_l5\_a1\_02.xml\_1\_str | Student-Centered Activities |  |
| pbl\_m2\_l5\_a1\_02.xml\_2\_str | Interesting project scenarios place students in active roles where they must make decisions, take initiative to complete project tasks, work collaboratively, and construct their own knowledge.<br><br>Student-centered activities in projects can include:<li>Service learning</li><li>Simulation/role play</li><li>Construction and design</li><li>Problem-solving</li><li>Telecollaboration</li><li>WebQuests</li><li>Investigations</li><li>Peer teaching and group collaboration</li><li>Debates</li><br>Abe wants to incorporate student-centered activities such as these into his project. |  |
| pbl\_m2\_l5\_a1\_02.xml\_3\_str |  |  |
| pbl\_m2\_l5\_a1\_02.xml\_4\_str | Click <b>Next</b> to analyze his project scenario. |  |

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|  | pbl\_m2\_l5\_a1\_03.xml |  |
| pbl\_m2\_l5\_a1\_03.xml\_1\_str | Project Scenario |  |
| pbl\_m2\_l5\_a1\_03.xml\_2\_str |  |  |
| pbl\_m2\_l5\_a1\_03.xml\_3\_str | Abe understands that framing a student project in an engaging and authentic way is important to capturing student interest, as well as helping parents and mentors understand the learning objectives. |  |
| pbl\_m2\_l5\_a1\_03.xml\_4\_str | Click the <b>notepad</b> to read his project scenario. Which of the criteria below help to classify Abe’s scenario as a “project”? Select all that apply and click <b>Submit</b>. |  |
| pbl\_m2\_l5\_a1\_03.xml\_5\_str | The school board for the neighborhood elementary school wants to update the school’s playground to make it safer and meet the needs of all students. They want you to help design the new playground. You will gather the opinions of students, teachers, and parents, and then design a new playground. You will then present your design in a multimedia report to the school board. |  |
| pbl\_m2\_l5\_a1\_03.xml\_6\_str | The student work is meaningful and student-centered. |  |
| pbl\_m2\_l5\_a1\_03.xml\_7\_str | The project has a real-world focus. |  |
| pbl\_m2\_l5\_a1\_03.xml\_8\_str | The project addresses standards and Curriculum-Framing Questions. |  |
| pbl\_m2\_l5\_a1\_03.xml\_9\_str | The student work requires gaining deep understanding and applying higher-order thinking skills. |  |
| pbl\_m2\_l5\_a1\_03.xml\_10\_str | The project connects ideas across and within more than one curricular area. |  |
| pbl\_m2\_l5\_a1\_03.xml\_11\_str | The project is based on multiple activities centered around a theme. |  |
| pbl\_m2\_l5\_a1\_03.xml\_12\_str | <b>Correct</b>. Abe’s project idea is meaningful to both students and the curricular focus. Having thematic lessons or activities is not necessarily indicative of a project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l5\_a1\_03.xml\_13\_str | <b>Incorrect</b>. The correct answers are now shown. Abe’s project is meaningful and significant to his students and curricular objectives. Having thematic lessons or activities is not necessarily indicative of a project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l5\_a1\_03.xml\_14\_str | <b>Not quite</b>. The correct answers are now shown. Abe’s project is meaningful and significant to his students and curricular objectives. Having thematic lessons or activities is not necessarily indicative of a project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l5\_a1\_03.xml\_15\_str | SUBMIT |  |
| pbl\_m2\_l5\_a1\_03.xml\_16\_str | Transcript text goes here. |  |
| pbl\_m2\_l5\_a1\_03.xml\_17\_str | CLOSE X |  |

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|  | pbl\_m2\_l5\_a1\_04.xml |  |
| pbl\_m2\_l5\_a1\_04.xml\_1\_str | Project Timeline |  |
| pbl\_m2\_l5\_a1\_04.xml\_2\_str | After Abe completed the foundation for his project (goals, Curriculum-Framing Questions, and initial assessment plan) and identified a clear project scenario, he brainstormed the main activities for his project.<br><br>Ideas for refining individual tasks, group tasks, teacher-led instruction, and community connections are covered in Module 4. |  |
| pbl\_m2\_l5\_a1\_04.xml\_3\_str |  |  |
| pbl\_m2\_l5\_a1\_04.xml\_4\_str | Click <b>Next</b> to see how you would sequence such activities. |  |

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|  | pbl\_m2\_l5\_a1\_05.xml |  |
| pbl\_m2\_l5\_a1\_05.xml\_1\_str | Project Timeline |  |
| pbl\_m2\_l5\_a1\_05.xml\_2\_str |  |  |
| pbl\_m2\_l5\_a1\_05.xml\_3\_str | Place the initial draft project activities in the correct order on the timeline. |  |
| pbl\_m2\_l5\_a1\_05.xml\_4\_str | Drag the activity to its correct placement on the timeline, and then click <b>Submit</b>. |  |
| pbl\_m2\_l5\_a1\_05.xml\_5\_str | Click <b>Next</b> to continue. |  |
| pbl\_m2\_l5\_a1\_05.xml\_6\_str | <b>Document</b> |  |
| pbl\_m2\_l5\_a1\_05.xml\_7\_str | Abe’s Concerns |  |
| pbl\_m2\_l5\_a1\_05.xml\_8\_str | Maria’s Responses |  |
| pbl\_m2\_l5\_a1\_05.xml\_9\_str | The project is made relevant and compelling to students. |  |
| pbl\_m2\_l5\_a1\_05.xml\_10\_str | Students research, analyze, and evaluate student-centered options for the project. |  |
| pbl\_m2\_l5\_a1\_05.xml\_11\_str | Students come to consensus about the project design. |  |
| pbl\_m2\_l5\_a1\_05.xml\_12\_str | Students collect, analyze, and report real-world data. |  |
| pbl\_m2\_l5\_a1\_05.xml\_13\_str | Students create a product or design a performance. |  |
| pbl\_m2\_l5\_a1\_05.xml\_14\_str | Students present a product or perform to an audience. |  |
| pbl\_m2\_l5\_a1\_05.xml\_15\_str | Students discuss their experiences, addressing the Essential Question. |  |
| pbl\_m2\_l5\_a1\_05.xml\_16\_str | Students research playground safety requirements. |  |
| pbl\_m2\_l5\_a1\_05.xml\_17\_str | Students discuss the current playground issues and seek solutions. |  |
| pbl\_m2\_l5\_a1\_05.xml\_18\_str | Students poll faculty and students for ideas and analyze results. |  |
| pbl\_m2\_l5\_a1\_05.xml\_19\_str | Students accurately measure and design a playground and create plans. |  |
| pbl\_m2\_l5\_a1\_05.xml\_20\_str | Students present their recommendations to the school board. |  |
| pbl\_m2\_l5\_a1\_05.xml\_21\_str | SUBMIT |  |
| pbl\_m2\_l5\_a1\_05.xml\_22\_str | TRY AGAIN |  |
| pbl\_m2\_l5\_a1\_05.xml\_23\_str | Show Correct Answers |  |
| pbl\_m2\_l5\_a1\_05.xml\_24\_str | Show My Answers |  |
| pbl\_m2\_l5\_a1\_05.xml\_25\_str | <b>Correct</b>. When brainstorming a high-level list of activities for a project such as Abe’s, you should include methods of obtaining formative feedback to communicate student learning to both the student and the teacher. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l5\_a1\_05.xml\_26\_str | <b>Incorrect</b>. The correct matches are now shown. When brainstorming a high-level list of activities for a project such as Abe’s, you should include methods of obtaining formative feedback to communicate student learning to both the student and the teacher. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l5\_a1\_05.xml\_27\_str | <b>Not quite</b>. The correct matches are now shown. When brainstorming a high-level list of activities for a project such as Abe’s, you should include methods of obtaining formative feedback to communicate student learning to both the student and the teacher. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l5\_a1\_05.xml\_28\_str | Not quite. Click <b>Try Again</b>.</br> |  |
| pbl\_m2\_l5\_a1\_05.xml\_29\_str | CLOSE X |  |

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|  | pbl\_m2\_l5\_a1\_06.xml |  |
| pbl\_m2\_l5\_a1\_06.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l5\_a1\_06.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l5\_a1\_06.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Click <b>Next</b> to continue to <b>Lesson 6</b>. |  |
| pbl\_m2\_l5\_a1\_06.xml\_4\_str | 1<br><br><br><br><br>2 |  |
| pbl\_m2\_l5\_a1\_06.xml\_5\_str | 1. Keeping your targeted 21st century skills in mind,<br> brainstorm some types of student-centered activities<br> you may want to incorporate into your classroom<br> regardless of project. Note your ideas in Module 2,<br> Lesson 5, Activity 1 of your Action Plan.<br><br>2. If you are designing a project, keep your objectives in<br> mind and brainstorm a draft sequence of activities in<br> Module 2, Lesson 5, Activity 1 of your Action Plan. |  |
| pbl\_m2\_l5\_a1\_06.xml\_6\_str | Close |  |

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|  | pbl\_m2\_l6\_a1\_01.xml |  |
| pbl\_m2\_l6\_a1\_01.xml\_1\_str | Abe's Project Design â€“ Step 1 |  |
| pbl\_m2\_l6\_a1\_01.xml\_2\_str | Abe has a good start on his overall project design. He has determined his goals, developed Curriculum-Framing Questions, created an initial assessment plan, and outlined major activities in his project.<br><br>Let’s take a closer look at the first project design step. |  |
| pbl\_m2\_l6\_a1\_01.xml\_3\_str | Click the <b>Standards</b>, <b>21st Century Skills</b>, and <b>Learning Objectives</b> tabs to find out more. |  |
| pbl\_m2\_l6\_a1\_01.xml\_4\_str | When you are finished, click <b>Next</b> to see the other steps in closer detail. |  |
| pbl\_m2\_l6\_a1\_01.xml\_5\_str | Step 1: Determine Goals |  |
| pbl\_m2\_l6\_a1\_01.xml\_6\_str | Step 2: Develop Curriculum-Framing Questions |  |
| pbl\_m2\_l6\_a1\_01.xml\_7\_str | Step 3: Plan Assessment |  |
| pbl\_m2\_l6\_a1\_01.xml\_8\_str | Step 4: Design Activities |  |
| pbl\_m2\_l6\_a1\_01.xml\_9\_str | Revisit Assessment |  |
| pbl\_m2\_l6\_a1\_01.xml\_10\_str | Recheck Goals |  |
| pbl\_m2\_l6\_a1\_01.xml\_11\_str | 1. |  |
| pbl\_m2\_l6\_a1\_01.xml\_12\_str | 2. |  |
| pbl\_m2\_l6\_a1\_01.xml\_13\_str | Standards |  |
| pbl\_m2\_l6\_a1\_01.xml\_14\_str | Determine Goals: Standards |  |
| pbl\_m2\_l6\_a1\_01.xml\_15\_str | Students will:<li>develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios;</li><li>draw geometric objects with specified properties, such as side lengths or angle measures;</li><li>select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision;</li><li>select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots.</li><li>communicate mathematical thinking coherently and clearly to peers, teachers, and others.</li> |  |
| pbl\_m2\_l6\_a1\_01.xml\_16\_str | 21st Century Skills |  |
| pbl\_m2\_l6\_a1\_01.xml\_17\_str | Determine Goals: 21st Century Skills |  |
| pbl\_m2\_l6\_a1\_01.xml\_18\_str | <li>Communication and Collaboration</li><li>Critical Thinking and Problem Solving</li><li>Initiative and Self-Direction</li><li>Creativity and Innovation</li> |  |
| pbl\_m2\_l6\_a1\_01.xml\_19\_str | Learning Objectives |  |
| pbl\_m2\_l6\_a1\_01.xml\_20\_str | Determine Goals: Learning objectives |  |
| pbl\_m2\_l6\_a1\_01.xml\_21\_str | <li>Create a drawing to scale of an original, innovative, and safe playground design</li><li>Conduct a survey and analyze results to prioritize wants and needs for a new playground</li><li>Design and build a three-dimensional representation of a playground design to scale from two-dimensional plans</li><li>Communicate thoughts and ideas clearly and persuasively through speaking and writing to a variety of audiences</li> |  |
| pbl\_m2\_l6\_a1\_01.xml\_22\_str | Close |  |

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|  | pbl\_m2\_l6\_a1\_02.xml |  |
| pbl\_m2\_l6\_a1\_02.xml\_1\_str | Abe's Project Design |  |
| pbl\_m2\_l6\_a1\_02.xml\_2\_str |  |  |
| pbl\_m2\_l6\_a1\_02.xml\_3\_str | Click <b>each of the remaining project design steps</b> to view the current status of his project. |  |
| pbl\_m2\_l6\_a1\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m2\_l6\_a1\_02.xml\_5\_str | 1. |  |
| pbl\_m2\_l6\_a1\_02.xml\_6\_str | 2. |  |
| pbl\_m2\_l6\_a1\_02.xml\_7\_str | Step 1: Determine Goals |  |
| pbl\_m2\_l6\_a1\_02.xml\_8\_str | Step 2: Develop Curriculum-Framing Questions |  |
| pbl\_m2\_l6\_a1\_02.xml\_9\_str | Step 3: Plan Assessment |  |
| pbl\_m2\_l6\_a1\_02.xml\_10\_str | Step 4: Design Activities |  |
| pbl\_m2\_l6\_a1\_02.xml\_11\_str | Revisit Assessment |  |
| pbl\_m2\_l6\_a1\_02.xml\_12\_str | Recheck Goals |  |
| pbl\_m2\_l6\_a1\_02.xml\_13\_str | <li><b>Essential Question</b></li> How can our voices be heard?<br><br><li><b>Unit Question</b></li> How do we design a playground that is safe and<br> enjoyable for everyone?<br><br><li><b>Content Questions</b></li> How do you create a map to scale?<br> What is the best way to represent data from a survey?<br> How do you make accurate measurements? |  |
| pbl\_m2\_l6\_a1\_02.xml\_14\_str | <li>Teacher Observations and Anecdotal Notes</li><li>Review Student Sketch</li><li>Review Map to Scale</li><li>Math Journals</li><li>Student Checklist</li><li>Project Rubric</li><li>Self-Reflection</li> |  |
| pbl\_m2\_l6\_a1\_02.xml\_15\_str | Step 4: Design Activities |  |
| pbl\_m2\_l6\_a1\_02.xml\_16\_str | <li>Discuss student experiences with having adults listen to their opinions. Introduce the Essential Question,<i> How can our voices be heard?</i></li><li>Students brainstorm a list of items that they believe should be included in the new playground design.</li><li>Students research playground safety requirements.</li><li>Students discuss concerns associated with the current playground and seek creative solutions.</li><li>Students poll their schoolmates and the faculty on playground priorities, and analyze and report results.</li><li>Students accurately measure and design a playground.</li><li>Students present their findings and recommendations to the school board.</li> |  |
| pbl\_m2\_l6\_a1\_02.xml\_17\_str | Close |  |

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|  | pbl\_m2\_l6\_a1\_03.xml |  |
| pbl\_m2\_l6\_a1\_03.xml\_1\_str | Your Turn |  |
| pbl\_m2\_l6\_a1\_03.xml\_2\_str | Action Plan Activity |  |
| pbl\_m2\_l6\_a1\_03.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. You may want to open <b>Abe's Action Plan</b> to see how<br> he's progressing.<br><br>4. Click <b>Next</b> to continue. |  |
| pbl\_m2\_l6\_a1\_03.xml\_4\_str | 1<br><br><br><br><br>2 |  |
| pbl\_m2\_l6\_a1\_03.xml\_5\_str | Reflect on learning in this module in the Module 2, Lesson 6, Activity 1 of your Project Plan. |  |
| pbl\_m2\_l6\_a1\_03.xml\_6\_str | Abe’s Action Plan |  |
| pbl\_m2\_l6\_a1\_03.xml\_7\_str | Close |  |

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|  | pbl\_m2\_l6\_a1\_04.xml |  |
| pbl\_m2\_l6\_a1\_04.xml\_1\_str | Summary |  |
| pbl\_m2\_l6\_a1\_04.xml\_2\_str | Review the main points of Module 2: Project Design.<br><br>In this module, you learned that project design consists of four basic steps:<br>1: Determine Goals<br>2: Develop Curriculum-Framing Questions<br>3: Plan Assessment<br>4: Design Activities<br><br>Abe and Maria worked through these steps as they developed an initial draft of a project where Abe’s students will be designing a playground. You also had the opportunity to use these steps as a scaffold to build the framework of a project for your own classroom.<br><br>In the following modules, you will learn more about assessment, activity design, 21st century skills, project management and implementation, and technology integration in order to improve your project-based approaches. |  |
| pbl\_m2\_l6\_a1\_04.xml\_3\_str | Click <b>Next</b> to check your understanding by answering the following five questions. |  |
| pbl\_m2\_l6\_a1\_04.xml\_4\_str | Headphones/Speakers on! |  |

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|  | pbl\_m2\_l6\_a2\_01.xml |  |
| pbl\_m2\_l6\_a2\_01.xml\_1\_str | Module 2 Quiz - Question 1 |  |
| pbl\_m2\_l6\_a2\_01.xml\_2\_str |  |  |
| pbl\_m2\_l6\_a2\_01.xml\_3\_str | When designing a project, which of the following should you first consider and identify? |  |
| pbl\_m2\_l6\_a2\_01.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m2\_l6\_a2\_01.xml\_5\_str | Your standards and objectives |  |
| pbl\_m2\_l6\_a2\_01.xml\_6\_str | The activities that students will enjoy |  |
| pbl\_m2\_l6\_a2\_01.xml\_7\_str | How you will assess the students |  |
| pbl\_m2\_l6\_a2\_01.xml\_8\_str | How to tie your project to the real world |  |
| pbl\_m2\_l6\_a2\_01.xml\_9\_str | <b>Correct</b>. When you design a project, begin with the end in mind. Identify what students should know and be able to do at the end of the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_01.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. When you design a project, begin with the end in mind. Identify what students should know and be able to do at the end of the project.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_01.xml\_11\_str | SUBMIT |  |
| pbl\_m2\_l6\_a2\_01.xml\_12\_str | TRY AGAIN |  |

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|  | pbl\_m2\_l6\_a2\_02.xml |  |
| pbl\_m2\_l6\_a2\_02.xml\_1\_str | Module 2 Quiz - Question 2 |  |
| pbl\_m2\_l6\_a2\_02.xml\_2\_str |  |  |
| pbl\_m2\_l6\_a2\_02.xml\_3\_str | When creating learning objectives for projects, which of the following is it also important to incorporate? |  |
| pbl\_m2\_l6\_a2\_02.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m2\_l6\_a2\_02.xml\_5\_str | 21st century skills |  |
| pbl\_m2\_l6\_a2\_02.xml\_6\_str | Generic objectives that can be used across all projects |  |
| pbl\_m2\_l6\_a2\_02.xml\_7\_str | Some objectives that cannot or will not be directly assessed |  |
| pbl\_m2\_l6\_a2\_02.xml\_8\_str | Lower level skills that can be easily assessed |  |
| pbl\_m2\_l6\_a2\_02.xml\_9\_str | <b>Correct</b>. Generic objectives or those that do not assess important learning outcomes for the project are not effective targets for students or teachers.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_02.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. Generic objectives or those that do not assess important learning outcomes for the project are not effective targets for students or teachers.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_02.xml\_11\_str | SUBMIT |  |

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| --- | --- | --- |
|  | pbl\_m2\_l6\_a2\_03.xml |  |
| pbl\_m2\_l6\_a2\_03.xml\_1\_str | Module 2 Quiz - Question 3 |  |
| pbl\_m2\_l6\_a2\_03.xml\_2\_str |  |  |
| pbl\_m2\_l6\_a2\_03.xml\_3\_str | An Essential Question... |  |
| pbl\_m2\_l6\_a2\_03.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m2\_l6\_a2\_03.xml\_5\_str | Is an open-ended, thought-provoking question that requires research across subject areas or units |  |
| pbl\_m2\_l6\_a2\_03.xml\_6\_str | Has a narrow set of correct answers |  |
| pbl\_m2\_l6\_a2\_03.xml\_7\_str | Addresses an overall concept or question for a single curricular unit or project |  |
| pbl\_m2\_l6\_a2\_03.xml\_8\_str | Specifically targets a wide range of standards |  |
| pbl\_m2\_l6\_a2\_03.xml\_9\_str | <b>Correct</b>. Essential Questions are engaging questions that cross multiple curricular areas and/or units. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_03.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. Essential Questions are engaging questions that cross multiple curricular areas and/or units.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_03.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m2\_l6\_a2\_04.xml |  |
| pbl\_m2\_l6\_a2\_04.xml\_1\_str | Module 2 Quiz - Question 4 |  |
| pbl\_m2\_l6\_a2\_04.xml\_2\_str |  |  |
| pbl\_m2\_l6\_a2\_04.xml\_3\_str | Formative assessment... |  |
| pbl\_m2\_l6\_a2\_04.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m2\_l6\_a2\_04.xml\_5\_str | Is used throughout a project to improve learning and refine teaching |  |
| pbl\_m2\_l6\_a2\_04.xml\_6\_str | Tests mastery of a skill |  |
| pbl\_m2\_l6\_a2\_04.xml\_7\_str | Takes place at the end of a project or unit |  |
| pbl\_m2\_l6\_a2\_04.xml\_8\_str | Can include quizzes and tests as well as demonstrations of a skill or process |  |
| pbl\_m2\_l6\_a2\_04.xml\_9\_str | <b>Correct</b>. Formative assessment is used throughout a project to help students grow as learners and help teachers meet students individual needs.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_04.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. Formative assessment is used throughout a project to help students grow as learners and help teachers meet students individual needs.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_04.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m2\_l6\_a2\_05.xml |  |
| pbl\_m2\_l6\_a2\_05.xml\_1\_str | Module 2 Quiz â€“ Question 5 |  |
| pbl\_m2\_l6\_a2\_05.xml\_2\_str |  |  |
| pbl\_m2\_l6\_a2\_05.xml\_3\_str | Place the project design steps in the correct order. |  |
| pbl\_m2\_l6\_a2\_05.xml\_4\_str | Roll over the process steps to view them, then drag and drop the steps into the correct sequence. |  |
| pbl\_m2\_l6\_a2\_05.xml\_5\_str | When you finish sequencing the process, click <b>Submit</b>. |  |
| pbl\_m2\_l6\_a2\_05.xml\_6\_str | Step 1 |  |
| pbl\_m2\_l6\_a2\_05.xml\_7\_str | Step 2 |  |
| pbl\_m2\_l6\_a2\_05.xml\_8\_str | Step 3 |  |
| pbl\_m2\_l6\_a2\_05.xml\_9\_str | Step 4 |  |
| pbl\_m2\_l6\_a2\_05.xml\_10\_str | Determine Goals |  |
| pbl\_m2\_l6\_a2\_05.xml\_11\_str | Develop Curriculum-Framing Questions |  |
| pbl\_m2\_l6\_a2\_05.xml\_12\_str | Plan Assessment |  |
| pbl\_m2\_l6\_a2\_05.xml\_13\_str | Design Activities |  |
| pbl\_m2\_l6\_a2\_05.xml\_14\_str | Ask what students should know and be able to do at the end of the project–from standards and 21st century skills |  |
| pbl\_m2\_l6\_a2\_05.xml\_15\_str | Use questions to focus on important themes and concepts |  |
| pbl\_m2\_l6\_a2\_05.xml\_16\_str | Plan ongoing, student-centered assessment |  |
| pbl\_m2\_l6\_a2\_05.xml\_17\_str | Design meaningful activities that connect to the real world |  |
| pbl\_m2\_l6\_a2\_05.xml\_18\_str | SUBMIT |  |
| pbl\_m2\_l6\_a2\_05.xml\_19\_str | <b>Correct</b>. You put the process steps into the correct sequence.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_05.xml\_20\_str | <b>That's incorrect</b>. The correct sequence is now shown: First Goals, then Questions, Assessment, and Activities.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m2\_l6\_a2\_05.xml\_21\_str | <b>Not quite</b>. The correct sequence is now shown: First Goals, then Questions, Assessment, and Activities.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |

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|  | pbl\_m2\_l6\_a2\_06.xml |  |
| pbl\_m2\_l6\_a2\_06.xml\_1\_str | Your Assessment Results |  |
| pbl\_m2\_l6\_a2\_06.xml\_2\_str | You scored XX% on the Module 2 quiz.<br><br>This is the end of Module 2. You have completed $ out of # Action Plan items. |  |
| pbl\_m2\_l6\_a2\_06.xml\_3\_str | If the number of Action Plan items completed above is not correct, view the Action Plan checklist to update for Module 2.<br><br>You have completed Module 2. Continue now to <b>Module 3: Assessment</b> to learn more about ongoing assessment. |  |
| pbl\_m2\_l6\_a2\_06.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m2\_l6\_a2\_06.xml\_5\_str |  |  |

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|  | pbl\_m3\_l0\_00\_01.xml |  |
| pbl\_m3\_l0\_00\_01.xml\_1\_str | Module 3: Assessment |  |
| pbl\_m3\_l0\_00\_01.xml\_2\_str | Projects provide opportunities to assess more than the content knowledge commonly assessed in traditional tests and quizzes.<br><br>Process skills, such as collaboration, self-direction, and reflection can also be assessed by teachers, peers, and students themselves, giving a richer, more detailed picture of student learning. |  |
| pbl\_m3\_l0\_00\_01.xml\_3\_str | 1. Roll over <b>each lesson title</b> to read the lesson objective.<br><br>2. When you are finished, click <b>Next</b> to continue to <b>Lesson 1</b>. |  |
| pbl\_m3\_l0\_00\_01.xml\_4\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l0\_00\_01.xml\_5\_str | Lesson 1: Assessment Strategies for Projects |  |
| pbl\_m3\_l0\_00\_01.xml\_6\_str | Learn about different purposes, methods, and instruments for assessment during projects. |  |
| pbl\_m3\_l0\_00\_01.xml\_7\_str | Lesson 2: Assessment of 21st Century Skills |  |
| pbl\_m3\_l0\_00\_01.xml\_8\_str | Assess 21st century skills using observation checklists and rubrics. |  |
| pbl\_m3\_l0\_00\_01.xml\_9\_str | Lesson 3: Assessment Planning |  |
| pbl\_m3\_l0\_00\_01.xml\_10\_str | Plan how multiple types of assessments will occur throughout a project. |  |
| pbl\_m3\_l0\_00\_01.xml\_11\_str | Lesson 4: Grading Projects |  |
| pbl\_m3\_l0\_00\_01.xml\_12\_str | Explore ideas for assigning project grades. |  |
| pbl\_m3\_l0\_00\_01.xml\_13\_str | Lesson 5: Module Review |  |
| pbl\_m3\_l0\_00\_01.xml\_14\_str | Review the module and reflect on your learning. |  |

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|  | pbl\_m3\_l1\_a1\_01.xml |  |
| pbl\_m3\_l1\_a1\_01.xml\_1\_str | Abe and Maria Discuss Assessment |  |
| pbl\_m3\_l1\_a1\_01.xml\_2\_str | Now that Abe has chosen Playground Design as his project, he’s thinking about assessment. Let’s follow Abe's discussion about his assessment concerns with Maria. |  |
| pbl\_m3\_l1\_a1\_01.xml\_3\_str | 1.<br><br>2. |  |
| pbl\_m3\_l1\_a1\_01.xml\_4\_str | Click <b>Abe</b> to follow their conversation.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a1\_01.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l1\_a1\_01.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l1\_a1\_01.xml\_7\_str | I’m starting to think about assessment for my Playground Design project. I remember you showed me some documents that you used in your project. |  |
| pbl\_m3\_l1\_a1\_01.xml\_8\_str | Yes. I showed you my Assessment Timeline and my Assessment Plan. |  |
| pbl\_m3\_l1\_a1\_01.xml\_9\_str | Now that I’m planning, that looks like a lot of assessment! I’m afraid there won’t be time for anything else. |  |
| pbl\_m3\_l1\_a1\_01.xml\_10\_str | You can relax. Assessment in a project-based classroom isn’t separate from instruction and student activities. Everything is integrated together because assessment is part of learning. |  |

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|  | pbl\_m3\_l1\_a1\_02.xml |  |
| pbl\_m3\_l1\_a1\_02.xml\_1\_str | Overview |  |
| pbl\_m3\_l1\_a1\_02.xml\_2\_str | Review Maria’s Assessment Timeline. A timeline summarizes when assessments occur during a project. |  |
| pbl\_m3\_l1\_a1\_02.xml\_3\_str |  |  |
| pbl\_m3\_l1\_a1\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a1\_02.xml\_5\_str | Assessment Timeline |  |
| pbl\_m3\_l1\_a1\_02.xml\_6\_str | Assessment Plan |  |
| pbl\_m3\_l1\_a1\_02.xml\_7\_str | <li>Brainstorm</li> |  |
| pbl\_m3\_l1\_a1\_02.xml\_8\_str | <li>Anecdotal Notes</li><li>Project Plan Checklist</li> |  |
| pbl\_m3\_l1\_a1\_02.xml\_9\_str | <li>Journals</li><li>Collaboration Checklist</li> |  |
| pbl\_m3\_l1\_a1\_02.xml\_10\_str | <li>Group Conferences</li><li>Solar Oven Rubric</li> |  |
| pbl\_m3\_l1\_a1\_02.xml\_11\_str | <li>Solar Oven Rubric</li> |  |
| pbl\_m3\_l1\_a1\_02.xml\_12\_str | <li>Reflections</li> |  |
| pbl\_m3\_l1\_a1\_02.xml\_13\_str | Before project work begins |  |
| pbl\_m3\_l1\_a1\_02.xml\_14\_str | Students work on projects and complete tasks |  |
| pbl\_m3\_l1\_a1\_02.xml\_15\_str | After project work is completed |  |
| pbl\_m3\_l1\_a1\_02.xml\_16\_str | Brainstorm |  |
| pbl\_m3\_l1\_a1\_02.xml\_17\_str | Anecdotal Notes |  |
| pbl\_m3\_l1\_a1\_02.xml\_18\_str | Journals |  |
| pbl\_m3\_l1\_a1\_02.xml\_19\_str | Collaboration Checklist |  |
| pbl\_m3\_l1\_a1\_02.xml\_20\_str | Group Conferences |  |
| pbl\_m3\_l1\_a1\_02.xml\_21\_str | Solar Oven Rubric |  |
| pbl\_m3\_l1\_a1\_02.xml\_22\_str | Project Plan Checklist |  |
| pbl\_m3\_l1\_a1\_02.xml\_23\_str | Reflections |  |
| pbl\_m3\_l1\_a1\_02.xml\_24\_str | When you design a project, begin with the end in mind. Identify what students should know and be able to do at the end of the project. Determine specific learning goals from content standards and 21st century skills to ensure students dig deeply into a significant area of your curriculum. |  |
| pbl\_m3\_l1\_a1\_02.xml\_25\_str | Let’s now take a closer look at the Assessment Plan.<br><br>Roll over each assessment in the Assessment Plan to read about its process and purpose.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a1\_02.xml\_26\_str | Close |  |

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|  | pbl\_m3\_l1\_a1\_03.xml |  |
| pbl\_m3\_l1\_a1\_03.xml\_1\_str | Assessment Plan Exploration |  |
| pbl\_m3\_l1\_a1\_03.xml\_2\_str | Take a look at Maria’s Assessment Plan. Her Assessment Plan describes how each assessment will be implemented, who will be using it, and how the assessment data will be used. |  |
| pbl\_m3\_l1\_a1\_03.xml\_3\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a1\_03.xml\_4\_str | Assessment |  |
| pbl\_m3\_l1\_a1\_03.xml\_5\_str | Brainstorm |  |
| pbl\_m3\_l1\_a1\_03.xml\_6\_str | Process and Purpose of Assessment |  |
| pbl\_m3\_l1\_a1\_03.xml\_7\_str | Students use brainstorming to access prior knowledge. I use it to gauge readiness for the unit. |  |
| pbl\_m3\_l1\_a1\_03.xml\_8\_str | Anecdotal Notes |  |
| pbl\_m3\_l1\_a1\_03.xml\_9\_str | I use anecdotal notes throughout the unit to capture observations about students while they work. The notes are used to monitor progress, provide feedback, and adjust instruction. |  |
| pbl\_m3\_l1\_a1\_03.xml\_10\_str | Project Plan Checklist |  |
| pbl\_m3\_l1\_a1\_03.xml\_11\_str | Students use this checklist to self-assess their project plan and make adjustments. |  |
| pbl\_m3\_l1\_a1\_03.xml\_12\_str | Journals |  |
| pbl\_m3\_l1\_a1\_03.xml\_13\_str | Students answer prompts in their journals related to the unit. I use a critical thinking rubric to assess their thinking as well as their understanding of content knowledge. |  |
| pbl\_m3\_l1\_a1\_03.xml\_14\_str | Collaboration Checklist |  |
| pbl\_m3\_l1\_a1\_03.xml\_15\_str | Students use the checklist to monitor their collaboration skills while they work in groups on their oven. I review the checklist with students during conferences and prompt students to refer to it during group work. |  |
| pbl\_m3\_l1\_a1\_03.xml\_16\_str | Group Conferences |  |
| pbl\_m3\_l1\_a1\_03.xml\_17\_str | I have meetings with all groups to make sure they are learning what they need to learn, answer any questions students may have, and assess individual progress at the time. Conferences provide students with the time to ask questions and clarify information. |  |
| pbl\_m3\_l1\_a1\_03.xml\_18\_str | Solar Oven Rubric |  |
| pbl\_m3\_l1\_a1\_03.xml\_19\_str | Students use the solar rubric to self-assess the project. I use the same rubric to assess final presentations. |  |
| pbl\_m3\_l1\_a1\_03.xml\_20\_str | Reflections |  |
| pbl\_m3\_l1\_a1\_03.xml\_21\_str | Students reflect throughout the project or unit on what they are learning. At the end of the project they return to the Essential and Unit Questions. Students use their reflections to set new goals, and I use their reflections to assess my students’ needs and their growth throughout the project or unit. |  |
| pbl\_m3\_l1\_a1\_03.xml\_22\_str | Close X |  |

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|  | pbl\_m3\_l1\_a2\_01.xml |  |
| pbl\_m3\_l1\_a2\_01.xml\_1\_str | Three Purposes |  |
| pbl\_m3\_l1\_a2\_01.xml\_2\_str | The variety of assessments Maria uses throughout the project are designed to achieve three purposes. |  |
| pbl\_m3\_l1\_a2\_01.xml\_3\_str | 1. |  |
| pbl\_m3\_l1\_a2\_01.xml\_4\_str | 2. |  |
| pbl\_m3\_l1\_a2\_01.xml\_5\_str | Roll over <b>each purpose</b> to read more. |  |
| pbl\_m3\_l1\_a2\_01.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a2\_01.xml\_7\_str | Assessment Plan |  |
| pbl\_m3\_l1\_a2\_01.xml\_8\_str | Gauging Student Needs |  |
| pbl\_m3\_l1\_a2\_01.xml\_9\_str | At the beginning of a unit, assessing students’ prior knowledge helps teachers plan to meet student needs and helps students incorporate new knowledge into their thinking. |  |
| pbl\_m3\_l1\_a2\_01.xml\_10\_str | Encouraging Strategic Learning |  |
| pbl\_m3\_l1\_a2\_01.xml\_11\_str | During projects, assessments help teachers and students monitor progress, encourage collaboration and self-direction, and check for understanding. |  |
| pbl\_m3\_l1\_a2\_01.xml\_12\_str | Demonstrating Understanding |  |
| pbl\_m3\_l1\_a2\_01.xml\_13\_str | Assessments at the end of project work assess students’ understanding and skills and provide feedback on the quality of work. |  |
| pbl\_m3\_l1\_a2\_01.xml\_14\_str | Close X |  |

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|  | pbl\_m3\_l1\_a2\_02.xml |  |
| pbl\_m3\_l1\_a2\_02.xml\_1\_str | Check Your Learning |  |
| pbl\_m3\_l1\_a2\_02.xml\_2\_str |  |  |
| pbl\_m3\_l1\_a2\_02.xml\_3\_str | Think about the purpose for assessment in the following situations. |  |
| pbl\_m3\_l1\_a2\_02.xml\_4\_str | Drag the <b>Assessment Purpose</b> to the <b>Teaching Situations</b> above, and then click <b>Submit</b>. |  |
| pbl\_m3\_l1\_a2\_02.xml\_5\_str | I need to find out what my students already know about the subject before I begin the project. |  |
| pbl\_m3\_l1\_a2\_02.xml\_6\_str | My students are having difficulty collaborating on this project. I want them to think about how well they are collaborating. |  |
| pbl\_m3\_l1\_a2\_02.xml\_7\_str | I need to find out if my students have learned what they should have learned at the end of the project. |  |
| pbl\_m3\_l1\_a2\_02.xml\_8\_str | Gauging Student Needs |  |
| pbl\_m3\_l1\_a2\_02.xml\_9\_str | Encouraging Strategic Learning |  |
| pbl\_m3\_l1\_a2\_02.xml\_10\_str | Demonstrating Understanding |  |
| pbl\_m3\_l1\_a2\_02.xml\_11\_str | SUBMIT |  |
| pbl\_m3\_l1\_a2\_02.xml\_12\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l1\_a2\_02.xml\_13\_str | <b>Incorrect</b>. The correct sequence is now shown. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l1\_a2\_02.xml\_14\_str | <b>Not quite</b>. The correct sequence is now shown. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |

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|  | pbl\_m3\_l1\_a2\_03.xml |  |
| pbl\_m3\_l1\_a2\_03.xml\_1\_str | Methods and Instruments |  |
| pbl\_m3\_l1\_a2\_03.xml\_2\_str | After determining a purpose for assessment, Maria asks herself the following questions:<li>What <b><u><a href="asfunction:islAppRoot.launch\_glossary\_def,Assessment Method">Assessment Method</a></u></b> will I or my students use?</li><li>Who will do the assessing: my students, peers, or myself?</li><li>When will the assessment occur?</li><li>What <b><u><a href="asfunction:islAppRoot.launch\_glossary\_def,assessment instrument">Assessment Instruments</a></u></b> will be used to collect information?<li> |  |
| pbl\_m3\_l1\_a2\_03.xml\_3\_str | 1. |  |
| pbl\_m3\_l1\_a2\_03.xml\_4\_str | 2. |  |
| pbl\_m3\_l1\_a2\_03.xml\_5\_str | Roll over some sample assessment methods to read how and when Maria used each method in her project. |  |
| pbl\_m3\_l1\_a2\_03.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a2\_03.xml\_7\_str | Graphic Organizers |  |
| pbl\_m3\_l1\_a2\_03.xml\_8\_str | Maria used a concept map to record students’ brainstormed ideas about solar energy at the beginning of her project. |  |
| pbl\_m3\_l1\_a2\_03.xml\_9\_str | Observations and Anecdotal Notes |  |
| pbl\_m3\_l1\_a2\_03.xml\_10\_str | Maria uses anecdotal notes and checklists to record her observations of students’ collaboration, self-direction, and critical thinking skills. Her students use checklists to self- and peer-assess their skills and to monitor their progress. |  |
| pbl\_m3\_l1\_a2\_03.xml\_11\_str | Written, Video, and Photo Journals and Logs |  |
| pbl\_m3\_l1\_a2\_03.xml\_12\_str | Maria’s students keep journals throughout the project to reflect on their learning, make predictions, and ask questions. Maria uses these journals to assess their content learning and their thinking skills. |  |
| pbl\_m3\_l1\_a2\_03.xml\_13\_str | Student-Led Conferences |  |
| pbl\_m3\_l1\_a2\_03.xml\_14\_str | Maria met with groups during project work to check on their progress and ask and answer questions. Students used a set of prompts to prepare to lead the conferences. |  |
| pbl\_m3\_l1\_a2\_03.xml\_15\_str | Close X |  |

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|  | pbl\_m3\_l1\_a2\_04.xml |  |
| pbl\_m3\_l1\_a2\_04.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l1\_a2\_04.xml\_2\_str |  |  |
| pbl\_m3\_l1\_a2\_04.xml\_3\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l1\_a2\_04.xml\_4\_str | Save at least one assessment instrument for each of the following purposes to your Course Folder. Note which assessment instrument you select for each purpose and how you might use it in a project in Module 3, Lesson 1, Activity 2 of your Action Plan.<li>Gauging Student Needs Assessment</li><li>Encouraging Strategic Learning Assessment</li><li>Demonstrating Understanding Assessment</li>Optional: Open at least one of the saved assessment instruments and modify or create an assessment instrument to meet your classroom needs. Note how and when you might use the assessment. |  |
| pbl\_m3\_l1\_a2\_04.xml\_5\_str | Assessment Method |  |
| pbl\_m3\_l1\_a2\_04.xml\_6\_str | Instrument |  |
| pbl\_m3\_l1\_a2\_04.xml\_7\_str | 1.<br><br><br><br><br><br><br><br>2. |  |
| pbl\_m3\_l1\_a2\_04.xml\_8\_str | <li><a href="resources/Concept\_Maps.pdf" target="\_blank"><u>Concept Maps</u></a></li><li><a href="resources/Sequencing\_Activities.pdf" target="\_blank"><u>Sequencing Activities</u></a></li><li><a href="resources/Classification\_Charts.pdf" target="\_blank"><u>Classification Charts</u></a></li><li><a href="resources/Prioritized\_Lists.pdf" target="\_blank"><u>Prioritized Lists</u></a></li><li><a href="resources/Know-Wonder-Learn-How\_Charts.pdf" target="\_blank"><u>Know-Wonder-Learn-How Charts</u></a></li> |  |
| pbl\_m3\_l1\_a2\_04.xml\_9\_str | Graphic Organizers |  |
| pbl\_m3\_l1\_a2\_04.xml\_10\_str | <li><a href="resources/Notes.doc" target="\_blank"><u>Notes</u></a></li><li><a href="resources/Checklists.doc" target="\_blank"><u>Checklists</u></a></li><li><a href="resources/Conference\_Questions.doc" target="\_blank"><u>Conference Questions</u></a></li><li><a href="resources/Observation\_by\_Students.doc" target="\_blank"><u>Observation by Students</u></a></li><li><a href="resources/Observation\_by\_Teacher.doc" target="\_blank"><u>Observation by Teacher</u></a></li> |  |
| pbl\_m3\_l1\_a2\_04.xml\_11\_str | Observations and Anecdotal Notes |  |
| pbl\_m3\_l1\_a2\_04.xml\_12\_str | <li><a href="resources/Prompts\_for\_Entries.pdf" target="\_blank"><u>Prompts for Entries</u></a></li> |  |
| pbl\_m3\_l1\_a2\_04.xml\_13\_str | Written, Video, Photo Journals and Logs |  |
| pbl\_m3\_l1\_a2\_04.xml\_14\_str | <li><a href="resources/Forms.doc" target="\_blank"><u>Forms</u></a></li><li><a href="resources/Prompts.pdf" target="\_blank"><u>Prompts</u></a></li> |  |
| pbl\_m3\_l1\_a2\_04.xml\_15\_str | <a href="asfunction:islAppRoot.launch\_glossary\_def,student-led conferences"><u>Student-Led Conferences</u></a> |  |
| pbl\_m3\_l1\_a2\_04.xml\_16\_str | Close |  |

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|  | pbl\_m3\_l1\_a2\_05.xml |  |
| pbl\_m3\_l1\_a2\_05.xml\_1\_str | Check Your Learning 1 |  |
| pbl\_m3\_l1\_a2\_05.xml\_2\_str |  |  |
| pbl\_m3\_l1\_a2\_05.xml\_3\_str | Think about how teachers use purposes, methods, and instruments to assess. What kind of assessment is being used in the following scenario?<br><br>While students create group newspapers, a teacher takes anecdotal notes on how peers provide feedback to each other about their writing. |  |
| pbl\_m3\_l1\_a2\_05.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m3\_l1\_a2\_05.xml\_5\_str | Observation |  |
| pbl\_m3\_l1\_a2\_05.xml\_6\_str | Journals |  |
| pbl\_m3\_l1\_a2\_05.xml\_7\_str | Graphic Organizers |  |
| pbl\_m3\_l1\_a2\_05.xml\_8\_str | Student-Led Conferences |  |
| pbl\_m3\_l1\_a2\_05.xml\_9\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l1\_a2\_05.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. The teacher uses observation to assess how students give and receive feedback.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l1\_a2\_05.xml\_11\_str | <b>Not quite.</b> |  |
| pbl\_m3\_l1\_a2\_05.xml\_12\_str | SUBMIT |  |
| pbl\_m3\_l1\_a2\_05.xml\_13\_str | Transcript text goes here. |  |
| pbl\_m3\_l1\_a2\_05.xml\_14\_str | CLOSE X |  |

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|  | pbl\_m3\_l1\_a2\_06.xml |  |
| pbl\_m3\_l1\_a2\_06.xml\_1\_str | Check Your Learning 2 |  |
| pbl\_m3\_l1\_a2\_06.xml\_2\_str |  |  |
| pbl\_m3\_l1\_a2\_06.xml\_3\_str | What assessment method is the teacher using in this situation?<br><br>Students discuss their learning goals with the teacher after reviewing reflections and self-assessments. |  |
| pbl\_m3\_l1\_a2\_06.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m3\_l1\_a2\_06.xml\_5\_str | Student-Led Conferences |  |
| pbl\_m3\_l1\_a2\_06.xml\_6\_str | Journals |  |
| pbl\_m3\_l1\_a2\_06.xml\_7\_str | Graphic Organizers |  |
| pbl\_m3\_l1\_a2\_06.xml\_8\_str | Observation |  |
| pbl\_m3\_l1\_a2\_06.xml\_9\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l1\_a2\_06.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. Students prepare to discuss their learning with their teacher in a student-led conference.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l1\_a2\_06.xml\_11\_str | <b>Not quite.</b> |  |
| pbl\_m3\_l1\_a2\_06.xml\_12\_str | SUBMIT |  |
| pbl\_m3\_l1\_a2\_06.xml\_13\_str | CLOSE X |  |

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|  | pbl\_m3\_l1\_a2\_07.xml |  |
| pbl\_m3\_l1\_a2\_07.xml\_1\_str | Check Your Learning 3 |  |
| pbl\_m3\_l1\_a2\_07.xml\_2\_str |  |  |
| pbl\_m3\_l1\_a2\_07.xml\_3\_str | What assessment method is the teacher using in this situation?<br><br>At the beginning of a unit, a teacher asks students to fill out a K-W-L-H chart about the weather. |  |
| pbl\_m3\_l1\_a2\_07.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m3\_l1\_a2\_07.xml\_5\_str | Graphic Organizers |  |
| pbl\_m3\_l1\_a2\_07.xml\_6\_str | Journals |  |
| pbl\_m3\_l1\_a2\_07.xml\_7\_str | Observation |  |
| pbl\_m3\_l1\_a2\_07.xml\_8\_str | Student-Led Conferences |  |
| pbl\_m3\_l1\_a2\_07.xml\_9\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue to <b>Lesson 2</b>.[/extra] |  |
| pbl\_m3\_l1\_a2\_07.xml\_10\_str | <b>Incorrect</b>. The correct answer is now shown. A K-W-L-H chart is a graphic organizer teachers can use to determine students’ knowledge and misconceptions.<br><br>[extra1]Click <b>Next</b> to continue to <b>Lesson 2</b>.[/extra] |  |
| pbl\_m3\_l1\_a2\_07.xml\_11\_str | <b>Not quite</b> |  |
| pbl\_m3\_l1\_a2\_07.xml\_12\_str | SUBMIT |  |

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|  | pbl\_m3\_l2\_a1\_01.xml |  |
| pbl\_m3\_l2\_a1\_01.xml\_1\_str | Abe and Maria Discuss Collaboration |  |
| pbl\_m3\_l2\_a1\_01.xml\_2\_str | Abe knows that 21st century skills are an important part of project learning. He wants to assess collaboration and self-direction, but he isn’t sure how to do that. |  |
| pbl\_m3\_l2\_a1\_01.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m3\_l2\_a1\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a1\_01.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l2\_a1\_01.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l2\_a1\_01.xml\_7\_str | Click Button |  |
| pbl\_m3\_l2\_a1\_01.xml\_8\_str | I want my students to develop collaboration and self-direction skills while they work on projects, but I have no idea how to assess their progress. What do you do? |  |
| pbl\_m3\_l2\_a1\_01.xml\_9\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m3\_l2\_a1\_01.xml\_10\_str | I assess collaboration and self-direction through observation. I also modify checklists developed for my use so that students can use them to assess themselves and each other. |  |
| pbl\_m3\_l2\_a1\_01.xml\_11\_str | Close X |  |

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|  | pbl\_m3\_l2\_a1\_02.xml |  |
| pbl\_m3\_l2\_a1\_02.xml\_1\_str | Students Discuss Recycling |  |
| pbl\_m3\_l2\_a1\_02.xml\_2\_str | Maria wants to learn how well her students are progressing at their collaboration skills. She uses an observational checklist to assess her students while they work on their projects. At different times during the project, students could also use a checklist to observe and assess each other. |  |
| pbl\_m3\_l2\_a1\_02.xml\_3\_str | Click the <b>group</b> to follow the discussion. In the next screen, you will see how the teacher used a checklist to assess the group’s collaboration. |  |
| pbl\_m3\_l2\_a1\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a1\_02.xml\_5\_str | 1. |  |
| pbl\_m3\_l2\_a1\_02.xml\_6\_str | 2. |  |
| pbl\_m3\_l2\_a1\_02.xml\_7\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l2\_a1\_02.xml\_8\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l2\_a1\_02.xml\_9\_str | Click Button |  |
| pbl\_m3\_l2\_a1\_02.xml\_10\_str | Does anybody have any ideas about how we can get people in our school to recycle more of their trash? |  |
| pbl\_m3\_l2\_a1\_02.xml\_11\_str | We could make posters to remind them. |  |
| pbl\_m3\_l2\_a1\_02.xml\_12\_str | That’s a good idea. Or, we could make a commercial! |  |
| pbl\_m3\_l2\_a1\_02.xml\_13\_str | Great idea! Terry, what do you think? |  |
| pbl\_m3\_l2\_a1\_02.xml\_14\_str | I like the commercial idea, but what kind of commercial would we make? Classrooms don’t all have TVs. |  |
| pbl\_m3\_l2\_a1\_02.xml\_15\_str | That’s right. Maybe we could make a radio commercial and play it during the morning announcements? |  |
| pbl\_m3\_l2\_a1\_02.xml\_16\_str | That would work. Does everybody want to do a commercial? |  |
| pbl\_m3\_l2\_a1\_02.xml\_17\_str | Yes. Let’s write it up in our project plan. |  |
| pbl\_m3\_l2\_a1\_02.xml\_18\_str | OK. I’ll type it up while we talk about it. |  |
| pbl\_m3\_l2\_a1\_02.xml\_19\_str | Close |  |

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|  | pbl\_m3\_l2\_a1\_03.xml |  |
| pbl\_m3\_l2\_a1\_03.xml\_1\_str | Collaboration Assessment |  |
| pbl\_m3\_l2\_a1\_03.xml\_2\_str | Maria used a checklist to assess how well the students collaborated during the activity. |  |
| pbl\_m3\_l2\_a1\_03.xml\_3\_str | 1. |  |
| pbl\_m3\_l2\_a1\_03.xml\_4\_str | 2. |  |
| pbl\_m3\_l2\_a1\_03.xml\_5\_str | Roll over <b>Collaboration Checklist</b> to see how Maria assessed her students' collaboration. |  |
| pbl\_m3\_l2\_a1\_03.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a1\_03.xml\_7\_str | Collaboration Observational Checklist |  |
| pbl\_m3\_l2\_a1\_03.xml\_8\_str | Contributes |  |
| pbl\_m3\_l2\_a1\_03.xml\_9\_str | Asks questions |  |
| pbl\_m3\_l2\_a1\_03.xml\_10\_str | Encourages group members |  |
| pbl\_m3\_l2\_a1\_03.xml\_11\_str | Janeka |  |
| pbl\_m3\_l2\_a1\_03.xml\_12\_str | Chris |  |
| pbl\_m3\_l2\_a1\_03.xml\_13\_str | Terry |  |
| pbl\_m3\_l2\_a1\_03.xml\_14\_str | Notes |  |
| pbl\_m3\_l2\_a1\_03.xml\_15\_str | Collaboration Checklist |  |
| pbl\_m3\_l2\_a1\_03.xml\_16\_str |  |  |
| pbl\_m3\_l2\_a1\_03.xml\_17\_str | Close |  |

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|  | pbl\_m3\_l2\_a2\_01.xml |  |
| pbl\_m3\_l2\_a2\_01.xml\_1\_str | Project Plans |  |
| pbl\_m3\_l2\_a2\_01.xml\_2\_str | Project plans help students build self-direction and problem solving skills. |  |
| pbl\_m3\_l2\_a2\_01.xml\_3\_str | Students complete project plans to define specific tasks, responsibilities, and timelines for their project. |  |
| pbl\_m3\_l2\_a2\_01.xml\_4\_str | Project plans help students:<br><br><li>Monitor their progress<br>Adjust as necessary<br>Reflect on progress<br>Ask for guidance when needed</li> |  |
| pbl\_m3\_l2\_a2\_01.xml\_5\_str | Assessing project plans involves assessment of students' processes of setting up and carrying out projects. |  |
| pbl\_m3\_l2\_a2\_01.xml\_6\_str | 1. Click <b>Solar Oven Project Plan</b><br> to see the students' plan. |  |
| pbl\_m3\_l2\_a2\_01.xml\_7\_str | 2. When you are finished, click<br> <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a2\_01.xml\_8\_str | Solar Oven Project Plan |  |
| pbl\_m3\_l2\_a2\_01.xml\_9\_str | Click Button |  |
| pbl\_m3\_l2\_a2\_01.xml\_10\_str | Okay, let’s go through the checklist. Do we have goals for the project? |  |
| pbl\_m3\_l2\_a2\_01.xml\_11\_str | Yes. |  |
| pbl\_m3\_l2\_a2\_01.xml\_12\_str | How about resources and materials? |  |
| pbl\_m3\_l2\_a2\_01.xml\_13\_str | Yes. We have places for both. |  |
| pbl\_m3\_l2\_a2\_01.xml\_14\_str | Sources for feedback? |  |
| pbl\_m3\_l2\_a2\_01.xml\_15\_str | Looks like we forgot that. Can you make a note Terry? |  |
| pbl\_m3\_l2\_a2\_01.xml\_16\_str | What about a timeline with tasks to complete? |  |
| pbl\_m3\_l2\_a2\_01.xml\_17\_str | It looks like we didn’t break our timeline down enough, so we’ll have to work on that. |  |
| pbl\_m3\_l2\_a2\_01.xml\_18\_str | Completed Project Plan |  |
| pbl\_m3\_l2\_a2\_01.xml\_19\_str | Group: |  |
| pbl\_m3\_l2\_a2\_01.xml\_20\_str | Terry, Janeka, Alex, and Chris |  |
| pbl\_m3\_l2\_a2\_01.xml\_21\_str | Brainstorm Project ideas: |  |
| pbl\_m3\_l2\_a2\_01.xml\_22\_str | Magnifying glass<br>Box with aluminum foil<br>Solar panels |  |
| pbl\_m3\_l2\_a2\_01.xml\_23\_str | Goals for the project: |  |
| pbl\_m3\_l2\_a2\_01.xml\_24\_str | 1. We want to make a solar oven that will cook an egg.<br>2. We want to present what we have created to the class.<br>3. We want to learn more about solar energy. |  |
| pbl\_m3\_l2\_a2\_01.xml\_25\_str | Information resources |  |
| pbl\_m3\_l2\_a2\_01.xml\_26\_str | 1. Web sites |  |
| pbl\_m3\_l2\_a2\_01.xml\_27\_str | Close |  |

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|  | pbl\_m3\_l2\_a2\_02.xml |  |
| pbl\_m3\_l2\_a2\_02.xml\_1\_str | Students Discuss a Project Plan |  |
| pbl\_m3\_l2\_a2\_02.xml\_2\_str | Students use a Project Plan Checklist to assess their Project Plan. |  |
| pbl\_m3\_l2\_a2\_02.xml\_3\_str | 1. Click the <b>group</b> to follow the students’ discussion<br> as they assess their project plan. |  |
| pbl\_m3\_l2\_a2\_02.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a2\_02.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l2\_a2\_02.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l2\_a2\_02.xml\_7\_str | Okay, let’s go through the checklist. Do we have the goals for the project? |  |
| pbl\_m3\_l2\_a2\_02.xml\_8\_str | Yes. |  |
| pbl\_m3\_l2\_a2\_02.xml\_9\_str | How about the resources and materials? |  |
| pbl\_m3\_l2\_a2\_02.xml\_10\_str | Yes. We have places and the plan for both. |  |
| pbl\_m3\_l2\_a2\_02.xml\_11\_str | Sources for feedback? |  |
| pbl\_m3\_l2\_a2\_02.xml\_12\_str | Looks like we forgot that. Can you make a note, Terry? |  |
| pbl\_m3\_l2\_a2\_02.xml\_13\_str | Okay, what about a timeline with the tasks to complete? |  |
| pbl\_m3\_l2\_a2\_02.xml\_14\_str | It looks like we didn’t break our timeline down enough, so we’ll have to work on that. |  |

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|  | pbl\_m3\_l2\_a2\_03.xml |  |
| pbl\_m3\_l2\_a2\_03.xml\_1\_str | Project Plan Checklist |  |
| pbl\_m3\_l2\_a2\_03.xml\_2\_str | Look at a section of the checklist after it has been filled out by the students. |  |
| pbl\_m3\_l2\_a2\_03.xml\_3\_str | Click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a2\_03.xml\_4\_str | Project Plan Checklist |  |
| pbl\_m3\_l2\_a2\_03.xml\_5\_str | <b>Group:</b> |  |
| pbl\_m3\_l2\_a2\_03.xml\_6\_str | Terry, Janeka, Alex, and Chris |  |
| pbl\_m3\_l2\_a2\_03.xml\_7\_str | Goals for the project |  |
| pbl\_m3\_l2\_a2\_03.xml\_8\_str | Resources |  |
| pbl\_m3\_l2\_a2\_03.xml\_9\_str | Materials |  |
| pbl\_m3\_l2\_a2\_03.xml\_10\_str | Sources for feedback |  |
| pbl\_m3\_l2\_a2\_03.xml\_11\_str | Timeline with tasks to complete |  |
| pbl\_m3\_l2\_a2\_03.xml\_12\_str | Notes |  |
| pbl\_m3\_l2\_a2\_03.xml\_13\_str | Add place for names of people we can ask for feedback. |  |
| pbl\_m3\_l2\_a2\_03.xml\_14\_str | Break down project into smaller tasks |  |

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|  | pbl\_m3\_l2\_a3\_01.xml |  |
| pbl\_m3\_l2\_a3\_01.xml\_1\_str | Assessment Challenge |  |
| pbl\_m3\_l2\_a3\_01.xml\_2\_str | Abe knows his project will require his students to use <a href="asfunction:islAppRoot.launch\_glossary\_def,higher-order thinking"><u>higher-order thinking</u></a> skills to analyze and evaluate information, make decisions, solve problems, and think creatively to generate original ideas. However, he is unsure of how to assess these kinds of skills.<br><br>Maria explains how she often uses observation checklists to assess her students' thinking skills. |  |
| pbl\_m3\_l2\_a3\_01.xml\_3\_str | 1. Click the <b>Creativity Checklist</b> to see<br> how she assesses creativity.<br><br>2. Click <b>Next</b> to continue. |  |

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|  | pbl\_m3\_l2\_a3\_02.xml |  |
| pbl\_m3\_l2\_a3\_02.xml\_1\_str | Students Discuss Recycling Commercial |  |
| pbl\_m3\_l2\_a3\_02.xml\_2\_str | Student discussions provide opportunities to assess a variety of 21st century skills, such as creativity. After talking to the principal, Maria's students decide to do a video commercial to show at the next all-school rally.<br><br>Note how Maria used an observation checklist to assess her students' creativity. |  |
| pbl\_m3\_l2\_a3\_02.xml\_3\_str | 1. |  |
| pbl\_m3\_l2\_a3\_02.xml\_4\_str | Click the <b>students</b> to follow their discussion. |  |
| pbl\_m3\_l2\_a3\_02.xml\_5\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a3\_02.xml\_6\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l2\_a3\_02.xml\_7\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l2\_a3\_02.xml\_8\_str | We need ideas for the commercial. I kind of like cartoon animations. Maybe we could have a superhero recycler? We could make animations from line drawings–or even wire figures that we bend. It might be hard but fun to try. |  |
| pbl\_m3\_l2\_a3\_02.xml\_9\_str | Or one of us could dress like a famous actor and tell people to recycle. Or, we could show a messy place and then a clean place and have a narrator tell a story. We could also make up a song about recycling. |  |
| pbl\_m3\_l2\_a3\_02.xml\_10\_str | I have a digital camera for making animations, and I think I could borrow a video camera. Anyone good with the video camera? |  |
| pbl\_m3\_l2\_a3\_02.xml\_11\_str | I have only used a video camera once, but it would be fun to try shooting different angles and using other video techniques. I am sure we can find video tips online. |  |

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|  | pbl\_m3\_l2\_a3\_03.xml |  |
| pbl\_m3\_l2\_a3\_03.xml\_1\_str | Creativity Observation Checklist |  |
| pbl\_m3\_l2\_a3\_03.xml\_2\_str | Generates many ideas |  |
| pbl\_m3\_l2\_a3\_03.xml\_3\_str | Gets ideas from working with peers |  |
| pbl\_m3\_l2\_a3\_03.xml\_4\_str | Enjoys trying new things |  |
| pbl\_m3\_l2\_a3\_03.xml\_5\_str | Note how during the brief excerpt from a discussion, Maria was able to record some of her students’ creative behaviors using a checklist. |  |
| pbl\_m3\_l2\_a3\_03.xml\_6\_str | Click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a3\_03.xml\_7\_str | Creativity Observational Checklist |  |
| pbl\_m3\_l2\_a3\_03.xml\_8\_str | Janeka |  |
| pbl\_m3\_l2\_a3\_03.xml\_9\_str | Chris |  |
| pbl\_m3\_l2\_a3\_03.xml\_10\_str | Terry |  |
| pbl\_m3\_l2\_a3\_03.xml\_11\_str | Notes |  |
| pbl\_m3\_l2\_a3\_03.xml\_12\_str | Replay Scenario |  |
| pbl\_m3\_l2\_a3\_03.xml\_13\_str | pbl\_m3\_l2\_a3\_02.swf |  |
| pbl\_m3\_l2\_a3\_03.xml\_14\_str | SUBMIT |  |
| pbl\_m3\_l2\_a3\_03.xml\_15\_str | <b>Correct</b>. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l2\_a3\_03.xml\_16\_str | <b>Incorrect</b>. The correct answers are now shown. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l2\_a3\_03.xml\_17\_str | <b>Not quite</b>. The correct answers are now shown. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |

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|  | pbl\_m3\_l2\_a3\_04.xml |  |
| pbl\_m3\_l2\_a3\_04.xml\_1\_str | Parts of a Rubric |  |
| pbl\_m3\_l2\_a3\_04.xml\_2\_str | Maria also uses rubrics to assess higher-order thinking. Checklists are effective for determining if a particular behavior or attitude is present, and rubrics allow teachers and students to differentiate among levels of quality.<br><br>Rubrics can also be a powerful teaching tool when teachers use them to describe expected behaviors at appropriate times during a project. During project work, students can use rubrics on 21st century skills to self- and peer-assess their progress. |  |
| pbl\_m3\_l2\_a3\_04.xml\_3\_str |  |  |
| pbl\_m3\_l2\_a3\_04.xml\_4\_str | 1. |  |
| pbl\_m3\_l2\_a3\_04.xml\_5\_str | 2. |  |
| pbl\_m3\_l2\_a3\_04.xml\_6\_str | Roll over the <b>highlighted components</b> of the rubric to read definitions. |  |
| pbl\_m3\_l2\_a3\_04.xml\_7\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a3\_04.xml\_8\_str | <b>Rubric</b> |  |
| pbl\_m3\_l2\_a3\_04.xml\_9\_str | 4 |  |
| pbl\_m3\_l2\_a3\_04.xml\_10\_str | 3 |  |
| pbl\_m3\_l2\_a3\_04.xml\_11\_str | 2 |  |
| pbl\_m3\_l2\_a3\_04.xml\_12\_str | 1 |  |
| pbl\_m3\_l2\_a3\_04.xml\_13\_str | <b>Analysis</b> |  |
| pbl\_m3\_l2\_a3\_04.xml\_14\_str | I correctly name all the parts of the weather system, explain how they work. and why they’re important.I explain how the different parts relate to each other and how changes in one part affect other parts. |  |
| pbl\_m3\_l2\_a3\_04.xml\_15\_str | I correctly name all the parts of the weather system.I explain how the different parts of a system work together. |  |
| pbl\_m3\_l2\_a3\_04.xml\_16\_str | I correctly name some of the parts of the weather system, but I do not explain how they work very well.I explain some ways that parts of a system work together. |  |
| pbl\_m3\_l2\_a3\_04.xml\_17\_str | I make many errors in naming the parts and explaining how they work together. I cannot explain how different parts work with each other in a system. |  |
| pbl\_m3\_l2\_a3\_04.xml\_18\_str | <b>Writing</b> |  |
| pbl\_m3\_l2\_a3\_04.xml\_19\_str | I use headings, subheadings and bullet points effectively to organize my main points. I explain technical words. My presentation has no errors. |  |
| pbl\_m3\_l2\_a3\_04.xml\_20\_str | I use headings, subheadings and bullet points My presentation has a few minor errors that do not confuse my audience. |  |
| pbl\_m3\_l2\_a3\_04.xml\_21\_str | I try to use headings, subheadings, and bullet points, but sometimes they say too much or do not organize my ideas. My presentation has some errors that confuse my audience. |  |
| pbl\_m3\_l2\_a3\_04.xml\_22\_str | I do not use headings, subheadings, and bullet points. My presentation has numerous spelling, grammatical or typing errors that make it difficult to understand. |  |
| pbl\_m3\_l2\_a3\_04.xml\_23\_str | <b>Graphics</b> |  |
| pbl\_m3\_l2\_a3\_04.xml\_24\_str | My graphics explain and reinforce the screen text and add to the presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_25\_str | My graphics are relevant to the text and presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_26\_str | I occasionally use graphics that support the text and presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_27\_str | I do not include graphics in my presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_28\_str | <b>Internet Resources</b> |  |
| pbl\_m3\_l2\_a3\_04.xml\_29\_str | I have researched and correctly cited a minimum of three Web sites in the presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_30\_str | I have researched and correctly cited a minimum of two Web sites in the presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_31\_str | I have researched and correctly cited a minimum of one Web site in the presentation. |  |
| pbl\_m3\_l2\_a3\_04.xml\_32\_str | I have shown no evidence of researching Web sites OR the sites are not cited properly. |  |
| pbl\_m3\_l2\_a3\_04.xml\_33\_str | The topics assessed in the rubric are divided into traits, or dimensions of learning. Analysis is one of the traits that is assessed in this rubric, along with Graphics, Writing, and Internet Resources. |  |
| pbl\_m3\_l2\_a3\_04.xml\_34\_str | The numbers across the top of the rubric refer to levels of performance or quality. 4 is the highest level, and 1 is the lowest. |  |
| pbl\_m3\_l2\_a3\_04.xml\_35\_str | I correctly name all the parts of the weather system. I explain how the different parts of a system work together. |  |
| pbl\_m3\_l2\_a3\_04.xml\_36\_str | The cells in the table contain descriptors of what the trait looks like for a level of performance or quality. |  |

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|  | pbl\_m3\_l2\_a3\_05.xml |  |
| pbl\_m3\_l2\_a3\_05.xml\_1\_str | Terry’s Journal Assessment |  |
| pbl\_m3\_l2\_a3\_05.xml\_2\_str | Maria uses a rubric on analysis to assess student journals. She knows that Terry is capable of higher-order thinking, but Maria scores this journal entry a 2 on Breaking Concepts into Parts because it lacks an in-depth analysis of the components of the issue. |  |
| pbl\_m3\_l2\_a3\_05.xml\_3\_str | Click the <b>journal</b> to read Terry’s response to Maria’s prompt, <i>Why do you think we have an energy crisis today?</i> |  |
| pbl\_m3\_l2\_a3\_05.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l2\_a3\_05.xml\_5\_str | 1. |  |
| pbl\_m3\_l2\_a3\_05.xml\_6\_str | 2. |  |
| pbl\_m3\_l2\_a3\_05.xml\_7\_str | <b>Rubric</b> |  |
| pbl\_m3\_l2\_a3\_05.xml\_8\_str | 4 |  |
| pbl\_m3\_l2\_a3\_05.xml\_9\_str | 3 |  |
| pbl\_m3\_l2\_a3\_05.xml\_10\_str | 2 |  |
| pbl\_m3\_l2\_a3\_05.xml\_11\_str | 1 |  |
| pbl\_m3\_l2\_a3\_05.xml\_12\_str | <b>Breaking Concepts into Parts</b> |  |
| pbl\_m3\_l2\_a3\_05.xml\_13\_str | Identifies the important components of a concept and related subcomponents. |  |
| pbl\_m3\_l2\_a3\_05.xml\_14\_str | Identifies the important components of a concept. |  |
| pbl\_m3\_l2\_a3\_05.xml\_15\_str | Identifies some important components but is missing others. |  |
| pbl\_m3\_l2\_a3\_05.xml\_16\_str | Does not identify components of a concept |  |
| pbl\_m3\_l2\_a3\_05.xml\_17\_str | <b>Determining Cause and Effect</b> |  |
| pbl\_m3\_l2\_a3\_05.xml\_18\_str | Identifies multiple causes and effects for an event or situation. Understands the difference between causation and correlation. |  |
| pbl\_m3\_l2\_a3\_05.xml\_19\_str | Identifies multiple causes and effects for an event. |  |
| pbl\_m3\_l2\_a3\_05.xml\_20\_str | With help, identifies multiple causes and effects for an event. |  |
| pbl\_m3\_l2\_a3\_05.xml\_21\_str | Does not identify multiple causes and effects for an event. |  |
| pbl\_m3\_l2\_a3\_05.xml\_22\_str | <b>Drawing Conclusions </b> |  |
| pbl\_m3\_l2\_a3\_05.xml\_23\_str | Uses personal experiences, knowledge, feelings, and thorough understanding of the subject to draw conclusions. |  |
| pbl\_m3\_l2\_a3\_05.xml\_24\_str | Uses personal experiences, knowledge, feelings, and understanding of the subject to draw conclusions. |  |
| pbl\_m3\_l2\_a3\_05.xml\_25\_str | With help, can make inferences and use them to draw conclusions. |  |
| pbl\_m3\_l2\_a3\_05.xml\_26\_str | Does not draw conclusions, or the conclusions drawn are insignificant or illogical. |  |
| pbl\_m3\_l2\_a3\_05.xml\_27\_str | Student Journal 1 |  |
| pbl\_m3\_l2\_a3\_05.xml\_28\_str | First- Gas prices. What on earth are the oil companies thinking? Ok, it’s nice to make a little more money once in a while, but sooner or later some scientist is going to invent a car that is powered by recycled stuff or used diapers or something like that.<br><br>Second-We get most of our oil from the same countries. What would happen if they couldn’t or didn’t want to sell it to us? I mean, why we should depend on other countries to get us oil when we could just get it ourselves? I do not know. But I do know this: when countries won't sell us oil any more, we will have a big problem. Everything we have depends on oil. Things like cars, trains, and airplanes NEED oil! And what would we do without cars, trains, and airplanes? Good question. |  |
| pbl\_m3\_l2\_a3\_05.xml\_29\_str | Close X |  |

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|  | pbl\_m3\_l2\_a3\_06.xml |  |
| pbl\_m3\_l2\_a3\_06.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l2\_a3\_06.xml\_2\_str | Action Plan Activity |  |
| pbl\_m3\_l2\_a3\_06.xml\_3\_str | <b>Checklists for 21st Century Skills</b> |  |
| pbl\_m3\_l2\_a3\_06.xml\_4\_str | <b>Learning Processes</b><br><a href="resources/Collaboration\_Checklist.doc" target="\_blank"><u>Collaboration</u></a><br><a href="resources/Communication\_Checklist.doc" target="\_blank"><u>Communication</u></a><br><a href="resources/Speaking\_Checklist.doc" target="\_blank"><u>Speaking</u></a><br><a href="resources/Self-Direction\_Checklist.doc" target="\_blank"><u>Self-Direction</u></a> |  |
| pbl\_m3\_l2\_a3\_06.xml\_5\_str | <b>Thinking Skills</b><br><a href="resources/Creativity\_Checklist.doc" target="\_blank"><u>Creativity</u></a><br><a href="resources/Problem\_Solving\_Checklist.doc" target="\_blank"><u>Problem Solving</u></a><br><a href="resources/Critical\_Thinking\_Checklist.doc" target="\_blank"><u>Critical Thinking</u></a> |  |
| pbl\_m3\_l2\_a3\_06.xml\_6\_str | <b>Rubrics for 21st Century Skills</b> |  |
| pbl\_m3\_l2\_a3\_06.xml\_7\_str | <b>Learning Processes</b><br><a href="resources/Collaboration\_Rubric.doc" target="\_blank"><u>Collaboration</u></a><br>Communication<br>Speaking<br>Self-Direction |  |
| pbl\_m3\_l2\_a3\_06.xml\_8\_str | <b>Learning Processes</b><br><a href="resources/Collaboration\_Rubric.doc" target="\_blank"><u>Collaboration</u></a><br><a href="resources/Communication\_Rubric.doc" target="\_blank"><u>Communication</u></a><br><a href="resources/Speaking\_Rubric.doc" target="\_blank"><u>Speaking</u></a><br><a href="resources/Self-Direction\_Rubric.doc" target="\_blank"><u>Self-Direction</u></a> |  |
| pbl\_m3\_l2\_a3\_06.xml\_9\_str | <b>Thinking Skills</b><br>Creativity<br>Problem Solving<br>Critical Thinking |  |
| pbl\_m3\_l2\_a3\_06.xml\_10\_str | <b>Thinking Skills</b><br><a href="resources/Creativity\_Rubric.doc" target="\_blank"><u>Creativity</u></a><br><a href="resources/Problem\_Solving\_Rubric.doc" target="\_blank"><u>Problem Solving</u></a><br><a href="resources/Critical\_Thinking\_Rubric.doc" target="\_blank"><u>Critical Thinking</u></a> |  |
| pbl\_m3\_l2\_a3\_06.xml\_11\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 3</b>. |  |
| pbl\_m3\_l2\_a3\_06.xml\_12\_str | 1<br><br><br><br><br><br><br>2 |  |
| pbl\_m3\_l2\_a3\_06.xml\_13\_str | Explore the assessments shown in the table in this activity and save at least one assessment for a learning process and one assessment for a thinking skill to your Course Folder. Note how and when you would use each assessment in Module 3, Lesson 2, Activity 3 of your Action Plan.<br><br>Optional: Modify or create at least one assessment on a learning process or a thinking skill to meet your classroom needs. Note how and when you would use the assessment. |  |
| pbl\_m3\_l2\_a3\_06.xml\_14\_str | Close |  |

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|  | pbl\_m3\_l3\_a1\_01.xml |  |
| pbl\_m3\_l3\_a1\_01.xml\_1\_str | Abe’s Timeline |  |
| pbl\_m3\_l3\_a1\_01.xml\_2\_str | Earlier, you saw Maria’s Assessment Timeline. An Assessment Timeline provides a quick glimpse into an assessment plan and helps teachers meet assessment goals.<br><br>Abe started to plan the assessment for his Playground Design unit. |  |
| pbl\_m3\_l3\_a1\_01.xml\_3\_str | 1. |  |
| pbl\_m3\_l3\_a1\_01.xml\_4\_str | 2. |  |
| pbl\_m3\_l3\_a1\_01.xml\_5\_str | Click <b>Abe’s Assessment Timeline</b> to see what he created so far. |  |
| pbl\_m3\_l3\_a1\_01.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l3\_a1\_01.xml\_7\_str | Abe’s Assessment Timeline |  |
| pbl\_m3\_l3\_a1\_01.xml\_8\_str | Assessment Plan |  |
| pbl\_m3\_l3\_a1\_01.xml\_9\_str | Before project work begins |  |
| pbl\_m3\_l3\_a1\_01.xml\_10\_str | Students work on projects and complete tasks |  |
| pbl\_m3\_l3\_a1\_01.xml\_11\_str | After project is completed |  |
| pbl\_m3\_l3\_a1\_01.xml\_12\_str | <li>K-W-L-H Chart</li> |  |
| pbl\_m3\_l3\_a1\_01.xml\_13\_str | <li>Math Journals</li> |  |
| pbl\_m3\_l3\_a1\_01.xml\_14\_str | <li> </li> |  |
| pbl\_m3\_l3\_a1\_01.xml\_15\_str | <li>Observational Collaboration Checklist</li> |  |
| pbl\_m3\_l3\_a1\_01.xml\_16\_str | <li>Project Rubric</li> |  |
| pbl\_m3\_l3\_a1\_01.xml\_17\_str | Brainstorm |  |
| pbl\_m3\_l3\_a1\_01.xml\_18\_str | Anecdotal Notes |  |
| pbl\_m3\_l3\_a1\_01.xml\_19\_str | Journals |  |
| pbl\_m3\_l3\_a1\_01.xml\_20\_str | Collaboration Checklist |  |
| pbl\_m3\_l3\_a1\_01.xml\_21\_str | Group Conferences |  |
| pbl\_m3\_l3\_a1\_01.xml\_22\_str | Solar Oven Rubric |  |
| pbl\_m3\_l3\_a1\_01.xml\_23\_str | Project Plan Checklist |  |
| pbl\_m3\_l3\_a1\_01.xml\_24\_str | Reflections |  |
| pbl\_m3\_l3\_a1\_01.xml\_25\_str |  |  |
| pbl\_m3\_l3\_a1\_01.xml\_26\_str | Let’s now take a closer look at the Assessment Plan.<br><br>Roll over each assessment in the Assessment Plan to read about its process and purpose.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l3\_a1\_01.xml\_27\_str | Close |  |

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|  | pbl\_m3\_l3\_a1\_02.xml |  |
| pbl\_m3\_l3\_a1\_02.xml\_1\_str | Abe and Maria discuss his Assessment Timeline |  |
| pbl\_m3\_l3\_a1\_02.xml\_2\_str | Abe asks Maria for some feedback on his Assessment Timeline. |  |
| pbl\_m3\_l3\_a1\_02.xml\_3\_str | 1. Click <b>Maria</b> to follow her response. |  |
| pbl\_m3\_l3\_a1\_02.xml\_4\_str | 2. When you are ready, click <b>Next</b> to continue. |  |
| pbl\_m3\_l3\_a1\_02.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l3\_a1\_02.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l3\_a1\_02.xml\_7\_str | Click Button |  |
| pbl\_m3\_l3\_a1\_02.xml\_8\_str | This is a great start, Abe. I see you have different kinds of assessment throughout the project. Remember, students can use the Project Rubric during the unit to give feedback to each other. Plus, including some self-assessment in your timeline would be useful for students. |  |
| pbl\_m3\_l3\_a1\_02.xml\_9\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m3\_l3\_a1\_02.xml\_10\_str |  |  |
| pbl\_m3\_l3\_a1\_02.xml\_11\_str | Close X |  |

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|  | pbl\_m3\_l3\_a2\_01.xml |  |
| pbl\_m3\_l3\_a2\_01.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l3\_a2\_01.xml\_2\_str | Action Plan Activity |  |
| pbl\_m3\_l3\_a2\_01.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 4.</b> |  |
| pbl\_m3\_l3\_a2\_01.xml\_4\_str |  |  |
| pbl\_m3\_l3\_a2\_01.xml\_5\_str | Planning assessment involves more than choosing assessments. Teachers also need to think about when to assess and how the assessment results will be used to improve student learning. To complete this Your Turn, you may wish to use Maria’s Assessment Timeline and Assessment Plan as a model.<br><br>1. Create an Assessment Timeline for your project in<br> Module 3, Lesson 3, Activity 2 of your Action Plan.<br>2. Create an Assessment Plan for your project. |  |

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|  | pbl\_m3\_l4\_a1\_01.xml |  |
| pbl\_m3\_l4\_a1\_01.xml\_1\_str | Rubrics and Grades |  |
| pbl\_m3\_l4\_a1\_01.xml\_2\_str | Reporting student grades is a fact of life. In a conventional classroom, grades are often a straightforward calculation of scores to determine an overall percentage.<br><br>In a project-based classroom, grades can reflect a broader view of student learning by assessing processes as well as final products.<br><br><a href="asfunction:islAppRoot.launch\_glossary\_def,rubric"><u><b>Rubrics</b></u></a> and <a href="asfunction:islAppRoot.launch\_glossary\_def,scoring guide"><u><b>Scoring Guides</b></u></a> are useful for assigning grades to projects because they take a variety of relevant factors into account.<br><br>With a rubric, a score is based on precise descriptors for different aspects or traits of the work. This allows students, teachers, and parents to see specific detail on the level that the project meets the established criteria. |  |
| pbl\_m3\_l4\_a1\_01.xml\_3\_str |  |  |
| pbl\_m3\_l4\_a1\_01.xml\_4\_str | 1. |  |
| pbl\_m3\_l4\_a1\_01.xml\_5\_str | 2. |  |
| pbl\_m3\_l4\_a1\_01.xml\_6\_str | Click <b>Rubric</b> to see a sample for a publication. In the next screen, you learn more about the parts of a rubric. |  |
| pbl\_m3\_l4\_a1\_01.xml\_7\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a1\_01.xml\_8\_str | <b>Fraction Quest Project Rubric</b> |  |
| pbl\_m3\_l4\_a1\_01.xml\_9\_str | 4 |  |
| pbl\_m3\_l4\_a1\_01.xml\_10\_str | 3 |  |
| pbl\_m3\_l4\_a1\_01.xml\_11\_str | 2 |  |
| pbl\_m3\_l4\_a1\_01.xml\_12\_str | 1 |  |
| pbl\_m3\_l4\_a1\_01.xml\_13\_str | <b>Mathematical Concepts</b> |  |
| pbl\_m3\_l4\_a1\_01.xml\_14\_str | My explanation shows complete understanding of the mathematical concepts used to solve the fraction problem. |  |
| pbl\_m3\_l4\_a1\_01.xml\_15\_str | My explanation shows substantial understanding of the mathematical concepts used to solve the fraction problem. |  |
| pbl\_m3\_l4\_a1\_01.xml\_16\_str | My explanation shows some understanding of the mathematical concepts needed to solve the problem. |  |
| pbl\_m3\_l4\_a1\_01.xml\_17\_str | My explanation shows very limited understanding of the underlying concepts needed to solve the problem. |  |
| pbl\_m3\_l4\_a1\_01.xml\_18\_str | <b>Mathematical Terminology and Notation</b> |  |
| pbl\_m3\_l4\_a1\_01.xml\_19\_str | I always use correct mathematical terminology and notation, making it easy to understand. |  |
| pbl\_m3\_l4\_a1\_01.xml\_20\_str | I usually use correct mathematical terminology and notation, making it fairly easy to understand. |  |
| pbl\_m3\_l4\_a1\_01.xml\_21\_str | I use correct mathematical terminology and notation, but it is sometimes hard to understand. |  |
| pbl\_m3\_l4\_a1\_01.xml\_22\_str | I use inappropriate mathematical terminology and notation. |  |
| pbl\_m3\_l4\_a1\_01.xml\_23\_str | <b>Graphs and Visuals</b> |  |
| pbl\_m3\_l4\_a1\_01.xml\_24\_str | My graphs, animation, and other visuals are clear and greatly add to the audience's understanding of the mathematical procedures used to solve the fraction problem. |  |
| pbl\_m3\_l4\_a1\_01.xml\_25\_str | My graphs, animation, and other visuals are clear and easy to understand. |  |
| pbl\_m3\_l4\_a1\_01.xml\_26\_str | My graphs, animation, and other visuals are somewhat difficult to understand. |  |
| pbl\_m3\_l4\_a1\_01.xml\_27\_str | My graphs, animation, and other visuals are difficult to understand or are not used. |  |
| pbl\_m3\_l4\_a1\_01.xml\_28\_str | <b>Oral Presentation</b> |  |
| pbl\_m3\_l4\_a1\_01.xml\_29\_str | My presentation is interesting and well-rehearsed, with smooth delivery that holds the audience’s attention. |  |
| pbl\_m3\_l4\_a1\_01.xml\_30\_str | My presentation is relatively interesting and rehearsed, with a fairly smooth delivery that usually holds the audience’s attention. |  |
| pbl\_m3\_l4\_a1\_01.xml\_31\_str | My delivery is not smooth but holds the audience’s attention most of the time. |  |
| pbl\_m3\_l4\_a1\_01.xml\_32\_str | My delivery is not smooth, and the audience’s attention is lost. |  |
| pbl\_m3\_l4\_a1\_01.xml\_33\_str | <b>Rubric</b> |  |
| pbl\_m3\_l4\_a1\_01.xml\_34\_str | Assessment Plan |  |
| pbl\_m3\_l4\_a1\_01.xml\_35\_str | Let’s now take a closer look at the Assessment Plan.<br><br>Roll over each assessment in the Assessment Plan to read about its process and purpose.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a1\_01.xml\_36\_str | Close |  |

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|  | pbl\_m3\_l4\_a1\_02.xml |  |
| pbl\_m3\_l4\_a1\_02.xml\_1\_str | Abe and Maria Discuss Grading Projects |  |
| pbl\_m3\_l4\_a1\_02.xml\_2\_str | Abe asks Maria how to use a rubric to assign a grade. |  |
| pbl\_m3\_l4\_a1\_02.xml\_3\_str | 1.<br><br>2. |  |
| pbl\_m3\_l4\_a1\_02.xml\_4\_str | Click <b>Abe</b> to follow their conversation.<br><br>When you are ready, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a1\_02.xml\_5\_str |  |  |
| pbl\_m3\_l4\_a1\_02.xml\_6\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l4\_a1\_02.xml\_7\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l4\_a1\_02.xml\_8\_str | Rubrics look great for assessing different parts of a project, but how do you use them to assign a grade? |  |
| pbl\_m3\_l4\_a1\_02.xml\_9\_str | You can turn a rubric into a scoring guide by assigning weights to the different traits. Then you can add up the total points. |  |
| pbl\_m3\_l4\_a1\_02.xml\_10\_str | How do you decide how much weight to give each trait? |  |
| pbl\_m3\_l4\_a1\_02.xml\_11\_str | I make the traits related to content learning worth the most and put them first. I weigh traits like appearance and grammar less. |  |

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|  | pbl\_m3\_l4\_a1\_03.xml |  |
| pbl\_m3\_l4\_a1\_03.xml\_1\_str | Rubrics and Grades |  |
| pbl\_m3\_l4\_a1\_03.xml\_2\_str | Maria has added columns to weigh the different traits. |  |
| pbl\_m3\_l4\_a1\_03.xml\_3\_str | 1. |  |
| pbl\_m3\_l4\_a1\_03.xml\_4\_str | 2. |  |
| pbl\_m3\_l4\_a1\_03.xml\_5\_str | Click the <b>scoring guide</b> to see her adapted rubric. |  |
| pbl\_m3\_l4\_a1\_03.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a1\_03.xml\_7\_str | <b>Plugging in to the Sun Scoring Guide</b> |  |
| pbl\_m3\_l4\_a1\_03.xml\_8\_str | 1 |  |
| pbl\_m3\_l4\_a1\_03.xml\_9\_str | 2 |  |
| pbl\_m3\_l4\_a1\_03.xml\_10\_str | 3 |  |
| pbl\_m3\_l4\_a1\_03.xml\_11\_str | 4 |  |
| pbl\_m3\_l4\_a1\_03.xml\_12\_str | x5 |  |
| pbl\_m3\_l4\_a1\_03.xml\_13\_str | x3 |  |
| pbl\_m3\_l4\_a1\_03.xml\_14\_str | <b>Understanding</b> |  |
| pbl\_m3\_l4\_a1\_03.xml\_15\_str | Explanations indicate a clear, accurate understanding of solar energy and heat transfer. |  |
| pbl\_m3\_l4\_a1\_03.xml\_16\_str | Explanations indicate a relatively accurate understanding of solar energy and heat transfer. |  |
| pbl\_m3\_l4\_a1\_03.xml\_17\_str | Explanations indicate some understanding of solar energy and heat transfer. |  |
| pbl\_m3\_l4\_a1\_03.xml\_18\_str | Explanations do not illustrate much understanding of solar energy and heat transfer |  |
| pbl\_m3\_l4\_a1\_03.xml\_19\_str | Plan is neat with clear measurements and labeling for all components. |  |
| pbl\_m3\_l4\_a1\_03.xml\_20\_str | Plan is neat with clear measurements and labeling for most components. |  |
| pbl\_m3\_l4\_a1\_03.xml\_21\_str | Plan provides clear measurements and labeling for most components. |  |
| pbl\_m3\_l4\_a1\_03.xml\_22\_str | Plan does not show measurements clearly or is otherwise inadequately labeled. |  |
| pbl\_m3\_l4\_a1\_03.xml\_23\_str | <b>Information Gathering</b> |  |
| pbl\_m3\_l4\_a1\_03.xml\_24\_str | Accurate information is systematically taken from several sources. |  |
| pbl\_m3\_l4\_a1\_03.xml\_25\_str | Accurate information is systematically taken from a couple of sources. |  |
| pbl\_m3\_l4\_a1\_03.xml\_26\_str | Accurate information is taken from a couple of sources but not systematically. |  |
| pbl\_m3\_l4\_a1\_03.xml\_27\_str | Information is taken from only one source, or information is not accurate. |  |
| pbl\_m3\_l4\_a1\_03.xml\_28\_str | <b>Weight</b> |  |
| pbl\_m3\_l4\_a1\_03.xml\_29\_str | <b>Total</b> |  |
| pbl\_m3\_l4\_a1\_03.xml\_30\_str | <b>Scoring Guide</b> |  |
| pbl\_m3\_l4\_a1\_03.xml\_31\_str |  |  |
| pbl\_m3\_l4\_a1\_03.xml\_32\_str | Close |  |

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|  | pbl\_m3\_l4\_a1\_04.xml |  |
| pbl\_m3\_l4\_a1\_04.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l4\_a1\_04.xml\_2\_str | Action Plan Activity |  |
| pbl\_m3\_l4\_a1\_04.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a1\_04.xml\_4\_str | Explore the rubrics shown in the table in this activity and save at least one assessment for a product and another assessment for a performance. Note how and when you might use the assessments in Module 3, Lesson 4, Activity 1.<br><br>Optional: Convert a rubric to a scoring guide and note how and when you would use it. |  |
| pbl\_m3\_l4\_a1\_04.xml\_5\_str | 1.<br><br><br><br><br><br>2. |  |
| pbl\_m3\_l4\_a1\_04.xml\_6\_str | <b>Products</b> |  |
| pbl\_m3\_l4\_a1\_04.xml\_7\_str | <b>Performances</b> |  |
| pbl\_m3\_l4\_a1\_04.xml\_8\_str | <a href="resources/Print\_Publication\_Rubric.doc" target="\_blank"><u>Print Publication</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_9\_str | <a href="resources/Electronic\_Publication\_Rubric.doc" target="\_blank"><u>Electronic Publication</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_10\_str | <a href="resources/Reports\_Rubric.doc" target="\_blank"><u>Report</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_11\_str | <a href="resources/Video\_Rubric.doc" target="\_blank"><u>Video</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_12\_str | <a href="resources/Multimedia\_Presentation\_Rubric.doc" target="\_blank"><u>Multimedia Presentation</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_13\_str | <a href="resources/Persuasive\_Presentation\_Rubric.doc" target="\_blank"><u>Persuasive Presentation</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_14\_str | <a href="resources/Role-Play\_Rubric.doc" target="\_blank"><u>Role-Play</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_15\_str | <a href="resources/Newscast\_Rubric.doc" target="\_blank"><u>Newscast</u></a> |  |
| pbl\_m3\_l4\_a1\_04.xml\_16\_str | Close |  |

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|  | pbl\_m3\_l4\_a2\_01.xml |  |
| pbl\_m3\_l4\_a2\_01.xml\_1\_str | Groups |  |
| pbl\_m3\_l4\_a2\_01.xml\_2\_str | Assigning grades to individual students for group projects is one of the most challenging aspects of teaching projects. Three strategies for grading group projects are:<li>Divide the project into distinct tasks, and grade students only on their tasks.</li><li>Give students individual grades on work and activities during the project, but give all group members the same grade on the final project.</li><li>The final grade of the project is composed of two parts. All students receive the same score on the final product, and students receive individual scores based on their participation. The two grades can be combined into one project grade.</li> |  |
| pbl\_m3\_l4\_a2\_01.xml\_3\_str | 1. |  |
| pbl\_m3\_l4\_a2\_01.xml\_4\_str | 2. |  |
| pbl\_m3\_l4\_a2\_01.xml\_5\_str | Click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a2\_01.xml\_6\_str |  |  |
| pbl\_m3\_l4\_a2\_01.xml\_7\_str | Assessment Method |  |
| pbl\_m3\_l4\_a2\_01.xml\_8\_str | Instrument |  |
| pbl\_m3\_l4\_a2\_01.xml\_9\_str | Your Turn |  |
| pbl\_m3\_l4\_a2\_01.xml\_10\_str | Choose a grading strategy for your project and make any notes about how you could assign grades in Module 3, Lesson 4, Activity 2 of your Action Plan. |  |
| pbl\_m3\_l4\_a2\_01.xml\_11\_str | Teacher-centered |  |
| pbl\_m3\_l4\_a2\_01.xml\_12\_str | Student-centered |  |
| pbl\_m3\_l4\_a2\_01.xml\_13\_str | The classroom environment focuses on the learner. Students are engaged in learning, are motivated, and find projects relevant. |  |
| pbl\_m3\_l4\_a2\_01.xml\_14\_str | Teacher-directed |  |
| pbl\_m3\_l4\_a2\_01.xml\_15\_str | Self-directed |  |
| pbl\_m3\_l4\_a2\_01.xml\_16\_str | Students learn skills that help them monitor their learning so they do not need to rely on the teacher to direct learning. |  |
| pbl\_m3\_l4\_a2\_01.xml\_17\_str | Listen, memorize, repeat |  |
| pbl\_m3\_l4\_a2\_01.xml\_18\_str | Discover, apply, present |  |
| pbl\_m3\_l4\_a2\_01.xml\_19\_str | In projects, students learn through exploration, apply what they learn, and demonstrate their knowledge. |  |
| pbl\_m3\_l4\_a2\_01.xml\_20\_str | Independence |  |
| pbl\_m3\_l4\_a2\_01.xml\_21\_str | Collaboration |  |
| pbl\_m3\_l4\_a2\_01.xml\_22\_str | Students often work in groups during projects. |  |
| pbl\_m3\_l4\_a2\_01.xml\_23\_str | Teacher decision making |  |
| pbl\_m3\_l4\_a2\_01.xml\_24\_str | Students and teacher decision making |  |
| pbl\_m3\_l4\_a2\_01.xml\_25\_str | While the teacher facilitates project work, the students participate in making decisions about the project and applying decision making skills to their own work. |  |
| pbl\_m3\_l4\_a2\_01.xml\_26\_str | Knowledge of facts, terms, content |  |
| pbl\_m3\_l4\_a2\_01.xml\_27\_str | 21st century skills |  |
| pbl\_m3\_l4\_a2\_01.xml\_28\_str | Project work fosters 21st century skills, such as critical thinking, problem solving, decision making, and creativity. |  |
| pbl\_m3\_l4\_a2\_01.xml\_29\_str | Direct instruction |  |
| pbl\_m3\_l4\_a2\_01.xml\_30\_str | Varied instructional strategies |  |
| pbl\_m3\_l4\_a2\_01.xml\_31\_str | Teachers use a variety of teaching strategies, which may include direct instruction, to engage all learners. |  |
| pbl\_m3\_l4\_a2\_01.xml\_32\_str | Short, isolated lessons with predetermined answers |  |
| pbl\_m3\_l4\_a2\_01.xml\_33\_str | Long-term investigations |  |
| pbl\_m3\_l4\_a2\_01.xml\_34\_str | Students engage in an in-depth study of an open-ended topic. |  |
| pbl\_m3\_l4\_a2\_01.xml\_35\_str | Standards-based |  |
| pbl\_m3\_l4\_a2\_01.xml\_36\_str | When projects are designed, standards are selected first. |  |
| pbl\_m3\_l4\_a2\_01.xml\_37\_str | Assessment tests |  |
| pbl\_m3\_l4\_a2\_01.xml\_38\_str | Ongoing assessment |  |
| pbl\_m3\_l4\_a2\_01.xml\_39\_str | Assessment occurs at the beginning, middle, and end of projects, and is done by teachers, students, and peers. |  |
| pbl\_m3\_l4\_a2\_01.xml\_40\_str | School-based activities |  |
| pbl\_m3\_l4\_a2\_01.xml\_41\_str | Real-world connections |  |
| pbl\_m3\_l4\_a2\_01.xml\_42\_str | During projects, students may engage in a variety of real-world tasks, doing work that can be applied to the world outside the classroom. Project work often takes students out into the field and involves working with professionals. |  |
| pbl\_m3\_l4\_a2\_01.xml\_43\_str | Quizzes and tests |  |
| pbl\_m3\_l4\_a2\_01.xml\_44\_str | Reflection |  |
| pbl\_m3\_l4\_a2\_01.xml\_45\_str | Reflection is an important aspect of projects. Students reflect throughout project work, and especially at the end before moving to a different topic of study. |  |
| pbl\_m3\_l4\_a2\_01.xml\_46\_str | Close X |  |

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|  | pbl\_m3\_l4\_a2\_01b.xml |  |
| pbl\_m3\_l4\_a2\_01b.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l4\_a2\_01b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m3\_l4\_a2\_01b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a2\_01b.xml\_4\_str |  |  |
| pbl\_m3\_l4\_a2\_01b.xml\_5\_str | Choose a group grading strategy for your project and make any notes about how you could assign group grades in Module 3, Lesson 4, Activity 2 of your Action Plan. |  |
| pbl\_m3\_l4\_a2\_01b.xml\_6\_str | Close |  |

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|  | pbl\_m3\_l4\_a3\_01.xml |  |
| pbl\_m3\_l4\_a3\_01.xml\_1\_str | Abe and Maria Discuss Grading: Learning Processes |  |
| pbl\_m3\_l4\_a3\_01.xml\_2\_str | Abe has additional concerns about grading that he wants to discuss with Maria. |  |
| pbl\_m3\_l4\_a3\_01.xml\_3\_str | 1.<br><br>2. |  |
| pbl\_m3\_l4\_a3\_01.xml\_4\_str | Click <b>Abe</b> to follow their conversation.<br><br>When you are ready, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a3\_01.xml\_5\_str |  |  |
| pbl\_m3\_l4\_a3\_01.xml\_6\_str | You can drag the arrow to control the conversation |  |
| pbl\_m3\_l4\_a3\_01.xml\_7\_str | Headphones/Speakers on! |  |
| pbl\_m3\_l4\_a3\_01.xml\_8\_str | I understand how you grade the final product or performance in a project, but what about collaboration, self-direction, and thinking skills? Can you grade those? |  |
| pbl\_m3\_l4\_a3\_01.xml\_9\_str | Sure. You collect lots of assessment data throughout your project. Plus, your students gather self- and peer-assessment data. You just have to synthesize all that information into a grade. |  |
| pbl\_m3\_l4\_a3\_01.xml\_10\_str | I see, but how would I do that? |  |
| pbl\_m3\_l4\_a3\_01.xml\_11\_str | Well, when I grade projects, I look at all the assessment data and assign a grade based on a rubric. Then, I can turn it into a number if I want and add it to the final project score or give it a separate grade. I’ve done it both ways. |  |

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|  | pbl\_m3\_l4\_a3\_02.xml |  |
| pbl\_m3\_l4\_a3\_02.xml\_1\_str | Process Assessments |  |
| pbl\_m3\_l4\_a3\_02.xml\_2\_str | Review some assessment data Maria used to assign process grades. |  |
| pbl\_m3\_l4\_a3\_02.xml\_3\_str | 1. |  |
| pbl\_m3\_l4\_a3\_02.xml\_4\_str | 2. |  |
| pbl\_m3\_l4\_a3\_02.xml\_5\_str | Roll over <b>the list below</b> to see parts of the instruments she used. |  |
| pbl\_m3\_l4\_a3\_02.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l4\_a3\_02.xml\_7\_str | Your Turn |  |
| pbl\_m3\_l4\_a3\_02.xml\_8\_str | Think about various instruments and methods you might use to assess collaboration, self-direction, and thinking skills. |  |
| pbl\_m3\_l4\_a3\_02.xml\_9\_str | Note how you might include these 21st century skills in assigning grades to your students in Module 3, Lesson 4, Activity 3 of your Action Plan. |  |
| pbl\_m3\_l4\_a3\_02.xml\_10\_str | <b>Collaboration Self-Assessment Checklist</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_11\_str | <b>Name:</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_12\_str | Chris |  |
| pbl\_m3\_l4\_a3\_02.xml\_13\_str | I accept how tasks are divided up in the group. |  |
| pbl\_m3\_l4\_a3\_02.xml\_14\_str | I complete all of my assigned tasks. |  |
| pbl\_m3\_l4\_a3\_02.xml\_15\_str | I try to help others understand the project. |  |
| pbl\_m3\_l4\_a3\_02.xml\_16\_str | 3. |  |
| pbl\_m3\_l4\_a3\_02.xml\_17\_str | <b>No</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_18\_str | <b>Yes</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_19\_str | <b>Example</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_20\_str | I helped Peter figure out how to use the video camera. |  |
| pbl\_m3\_l4\_a3\_02.xml\_21\_str | X |  |
| pbl\_m3\_l4\_a3\_02.xml\_22\_str | <b>Anecdotal Notes</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_23\_str | Unengaged with group work. Did not respond to attempted interaction by group. |  |
| pbl\_m3\_l4\_a3\_02.xml\_24\_str | <b>Student Reflection</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_25\_str | 11/10 |  |
| pbl\_m3\_l4\_a3\_02.xml\_26\_str | During this project I learned how important it is for everyone to participate in the work. I wanted to do it all myself so it would be good, but it was too much for me, and it made everybody mad. Plus, I realized there were parts of the project that other kids could do better. |  |
| pbl\_m3\_l4\_a3\_02.xml\_27\_str | 1 |  |
| pbl\_m3\_l4\_a3\_02.xml\_28\_str | 2 |  |
| pbl\_m3\_l4\_a3\_02.xml\_29\_str | 3 |  |
| pbl\_m3\_l4\_a3\_02.xml\_30\_str | 4 |  |
| pbl\_m3\_l4\_a3\_02.xml\_31\_str | x5 |  |
| pbl\_m3\_l4\_a3\_02.xml\_32\_str | x4 |  |
| pbl\_m3\_l4\_a3\_02.xml\_33\_str | 15 |  |
| pbl\_m3\_l4\_a3\_02.xml\_34\_str | 16 |  |
| pbl\_m3\_l4\_a3\_02.xml\_35\_str | Self-Direction: Project Management |  |
| pbl\_m3\_l4\_a3\_02.xml\_36\_str | Collaboration: Contribution |  |
| pbl\_m3\_l4\_a3\_02.xml\_37\_str | Consistently and efficiently manages time and resources and helps others when necessary. |  |
| pbl\_m3\_l4\_a3\_02.xml\_38\_str | Usually manages time and resources. |  |
| pbl\_m3\_l4\_a3\_02.xml\_39\_str | Needs help to manage time and resources. |  |
| pbl\_m3\_l4\_a3\_02.xml\_40\_str | Does not manage time and resources |  |
| pbl\_m3\_l4\_a3\_02.xml\_41\_str | Contributes enthusiastically |  |
| pbl\_m3\_l4\_a3\_02.xml\_42\_str | Contributes. |  |
| pbl\_m3\_l4\_a3\_02.xml\_43\_str | Sometimes needs encouragement to contribute. |  |
| pbl\_m3\_l4\_a3\_02.xml\_44\_str | Chooses not to contribute. |  |
| pbl\_m3\_l4\_a3\_02.xml\_45\_str | Wt. |  |
| pbl\_m3\_l4\_a3\_02.xml\_46\_str | Total |  |
| pbl\_m3\_l4\_a3\_02.xml\_47\_str | Learning Process Scoring Guide |  |
| pbl\_m3\_l4\_a3\_02.xml\_48\_str | <b><li>Collaboration Self-Assessment Checklist</li></b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_49\_str |  |  |
| pbl\_m3\_l4\_a3\_02.xml\_50\_str | <b><li>Anecdotal Notes</li></b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_51\_str | <b><li>Student Journal</li></b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_52\_str | <b>Student Journal</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_53\_str | <b><li>Learning Process Scoring Guide</li></b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_54\_str | <b>Learning Process Scoring Guide</b> |  |
| pbl\_m3\_l4\_a3\_02.xml\_55\_str | Close |  |

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|  | pbl\_m3\_l4\_a3\_02b.xml |  |
| pbl\_m3\_l4\_a3\_02b.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l4\_a3\_02b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m3\_l4\_a3\_02b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 5</b>. |  |
| pbl\_m3\_l4\_a3\_02b.xml\_4\_str |  |  |
| pbl\_m3\_l4\_a3\_02b.xml\_5\_str | Think about the various instruments and methods you might use to assess collaboration, self-direction, and thinking skills.<br><br>Note how you might include these 21st century skills in assigning grades to your students in Module 3, Lesson 4, Activity 3 of your Action Plan. |  |
| pbl\_m3\_l4\_a3\_02b.xml\_6\_str | Close |  |

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|  | pbl\_m3\_l5\_a1\_01.xml |  |
| pbl\_m3\_l5\_a1\_01.xml\_1\_str | Your Turn |  |
| pbl\_m3\_l5\_a1\_01.xml\_2\_str | Action Plan Activity |  |
| pbl\_m3\_l5\_a1\_01.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. You may want to open <b>Abe's Action Plan</b> to see how<br> he's progressing.<br><br>4. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m3\_l5\_a1\_01.xml\_4\_str |  |  |
| pbl\_m3\_l5\_a1\_01.xml\_5\_str | Reflect on your learning in this Module in Module 3, Lesson 5, Activity 1 of your Action Plan. |  |
| pbl\_m3\_l5\_a1\_01.xml\_6\_str | Abe’s Action Plan |  |
| pbl\_m3\_l5\_a1\_01.xml\_7\_str | Close |  |

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|  | pbl\_m3\_l5\_a1\_01b.xml |  |
| pbl\_m3\_l5\_a1\_01b.xml\_1\_str | Summary |  |
| pbl\_m3\_l5\_a1\_01b.xml\_2\_str | This completes Module 3, the Assessment module.<br><br>In this module, you learned that:<li>In projects, assessment occurs for multiple purposes and with multiple methods and instruments.</li><li>21st century skills can be assessed.</li><li>Assessment timelines and assessment plans help teachers assess effectively.</li><li>Rubrics and scoring guides can be used to assign grades to final projects and processes.</li> |  |
| pbl\_m3\_l5\_a1\_01b.xml\_3\_str | Click <b>Next</b> to check your understanding by answering the following five questions. |  |
| pbl\_m3\_l5\_a1\_01b.xml\_4\_str | Headphones/Speakers on! |  |

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|  | pbl\_m3\_l5\_a2\_01.xml |  |
| pbl\_m3\_l5\_a2\_01.xml\_1\_str | Module 3 Quiz - Question 1 |  |
| pbl\_m3\_l5\_a2\_01.xml\_2\_str |  |  |
| pbl\_m3\_l5\_a2\_01.xml\_3\_str | Which of the following assessment timelines is more effective? |  |
| pbl\_m3\_l5\_a2\_01.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m3\_l5\_a2\_01.xml\_5\_str | <li>Journals</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_6\_str | <li>K-W-L Chart</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_7\_str | <li>Poster rubric</li><li>Collaboration peer assessment</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_8\_str | <li>Self-direction checklist</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_9\_str | <li>Poster rubric</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_10\_str | <li>Reflection</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_11\_str | Before project work begins |  |
| pbl\_m3\_l5\_a2\_01.xml\_12\_str | Students work on projects and complete tasks |  |
| pbl\_m3\_l5\_a2\_01.xml\_13\_str | After project work is completed |  |
| pbl\_m3\_l5\_a2\_01.xml\_14\_str | <li>Brainstorming</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_15\_str | <li>Observational anecdotal notes</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_16\_str | <li>Teacher-Student Conference</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_17\_str | <li>Essay Test</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_18\_str | <li>Presentation scoring guide</li> |  |
| pbl\_m3\_l5\_a2\_01.xml\_19\_str | <b>Correct</b>. This Assessment Timeline includes assessments throughout a project, assessment of content and 21st century skills, and multiple opportunities for self- and peer-assessment and reflection.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_01.xml\_20\_str | <b>Incorrect</b>. An Assessment Timeline should include assessments throughout a project, assessment of content and 21st century skills, and multiple opportunities for self- and peer-assessment and reflection.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_01.xml\_21\_str | <b>Not quite</b> |  |
| pbl\_m3\_l5\_a2\_01.xml\_22\_str | SUBMIT |  |

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|  | pbl\_m3\_l5\_a2\_02.xml |  |
| pbl\_m3\_l5\_a2\_02.xml\_1\_str | Module 3 Quiz - Question 2 |  |
| pbl\_m3\_l5\_a2\_02.xml\_2\_str |  |  |
| pbl\_m3\_l5\_a2\_02.xml\_3\_str | Miss Nakamura’s students are doing a project on the Antarctic. She wants them to improve their collaboration and self-direction skills and has planned for them to assess themselves and each other frequently throughout the project. Which purpose is she addressing with these assessments? |  |
| pbl\_m3\_l5\_a2\_02.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m3\_l5\_a2\_02.xml\_5\_str | Encouraging Strategic Learning |  |
| pbl\_m3\_l5\_a2\_02.xml\_6\_str | Gauging Student Needs |  |
| pbl\_m3\_l5\_a2\_02.xml\_7\_str | Demonstrating Understanding |  |
| pbl\_m3\_l5\_a2\_02.xml\_8\_str | <b>Correct</b>. Collaboration and self-direction are learning processes that help students become strategic learners. By assessing their own skills and the skills of their peers, students develop their understanding of how to learn effectively.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_02.xml\_9\_str | <b>Incorrect</b>. When students assess the collaboration and self-direction skills of themselves and their peers, they are focusing on strategic learning.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_02.xml\_10\_str | <b>Not quite.</b> |  |
| pbl\_m3\_l5\_a2\_02.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m3\_l5\_a2\_03.xml |  |
| pbl\_m3\_l5\_a2\_03.xml\_1\_str | Module 3 Quiz - Question 3 |  |
| pbl\_m3\_l5\_a2\_03.xml\_2\_str |  |  |
| pbl\_m3\_l5\_a2\_03.xml\_3\_str | Which of the following statements best describe a project-based assessment environment? |  |
| pbl\_m3\_l5\_a2\_03.xml\_4\_str | Select all answers that apply and click <b>Submit</b>. |  |
| pbl\_m3\_l5\_a2\_03.xml\_5\_str | When teachers spend less time in front of the class in direct instruction, they are able to interact with and observe students more frequently and effectively. |  |
| pbl\_m3\_l5\_a2\_03.xml\_6\_str | Asking students to assess their own learning and the learning of their peers helps them develop skills at giving feedback as well as encouraging reflection and self-direction. |  |
| pbl\_m3\_l5\_a2\_03.xml\_7\_str | Assessment activities are integrated into the instructional cycle. |  |
| pbl\_m3\_l5\_a2\_03.xml\_8\_str | By designating a specific time each week to conduct assessment activities, teachers can plan instruction accordingly, and students can be aware of when they will be assessed so they can prepare effectively. |  |
| pbl\_m3\_l5\_a2\_03.xml\_9\_str | <b>Correct</b>. An environment in which students spend less time listening to teachers and more time working on projects allows teachers and students to participate in ongoing assessment in a natural way.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_03.xml\_10\_str | <b>Incorrect</b>. Assessment is not separate from instruction. It is embedded throughout the instructional cycle and involves both teachers and students.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_03.xml\_11\_str | <b>Not quite</b>. An environment in which students spend less time listening to teachers and more time working on projects allows teachers and students to participate in ongoing assessment in a natural way.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_03.xml\_12\_str | SUBMIT |  |

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|  | pbl\_m3\_l5\_a2\_04.xml |  |
| pbl\_m3\_l5\_a2\_04.xml\_1\_str | Module 3 Quiz - Question 4 |  |
| pbl\_m3\_l5\_a2\_04.xml\_2\_str |  |  |
| pbl\_m3\_l5\_a2\_04.xml\_3\_str | Mr. Walker wants to report on the level of his students’ higher-order thinking skills at parent-teacher conferences. He wants the information to help parents and students improve their thinking without assigning a grade or point value. He has collected a lot of information about how his students think critically and creatively, make decisions, and solve problems throughout the grading period. What would be the most effective way for him to communicate the level of each student’s thinking? |  |
| pbl\_m3\_l5\_a2\_04.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m3\_l5\_a2\_04.xml\_5\_str | Rubric |  |
| pbl\_m3\_l5\_a2\_04.xml\_6\_str | Checklist |  |
| pbl\_m3\_l5\_a2\_04.xml\_7\_str | Scoring Guide |  |
| pbl\_m3\_l5\_a2\_04.xml\_8\_str | <b>Correct</b>. A rubric describes the specific characteristics of the student’s level of performance. It also explains the characteristics of higher levels of thinking so that students and parents know what the child needs to work on to improve. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_04.xml\_9\_str | <b>Incorrect</b>. Only a rubric describes levels of performance without assigning point values. A rubric is most appropriate for giving feedback designed to improve performance because it provides a description of higher levels of thinking so that students and parents know what the child needs to work on to improve.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_04.xml\_10\_str | <b>Not quite.</b> |  |
| pbl\_m3\_l5\_a2\_04.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m3\_l5\_a2\_05.xml |  |
| pbl\_m3\_l5\_a2\_05.xml\_1\_str | Module 3 Quiz - Question 5 |  |
| pbl\_m3\_l5\_a2\_05.xml\_2\_str |  |  |
| pbl\_m3\_l5\_a2\_05.xml\_3\_str | Think about assessing 21st century skills.<br><br>Which of the following statements are true about assessing 21st century skills, such as collaboration and self-direction? |  |
| pbl\_m3\_l5\_a2\_05.xml\_4\_str | Select your answers and click <b>Submit</b>. |  |
| pbl\_m3\_l5\_a2\_05.xml\_5\_str | Assessing 21st century skills is a challenge. |  |
| pbl\_m3\_l5\_a2\_05.xml\_6\_str | Observational checklists can be used to assess 21st century skills. |  |
| pbl\_m3\_l5\_a2\_05.xml\_7\_str | 21st century skills can be assessed with rubrics. |  |
| pbl\_m3\_l5\_a2\_05.xml\_8\_str | 21st century skills cannot be assessed in a systematic way. |  |
| pbl\_m3\_l5\_a2\_05.xml\_9\_str | <b>Correct</b>. While assessing 21st century skills can be challenging, 21st century skills can be assessed in a systematic way using observational checklists and rubrics.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_05.xml\_10\_str | <b>Incorrect</b>. The correct answers are now shown. While assessing 21st century skills can be challenging, 21st century skills can be assessed in a systematic way using observational checklists and rubrics.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_05.xml\_11\_str | <b>Not quite</b>. The correct answers are now shown. While assessing 21st century skills can be challenging, 21st century skills can be assessed in a systematic way using observational checklists and rubrics.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m3\_l5\_a2\_05.xml\_12\_str | SUBMIT |  |

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| --- | --- | --- |
|  | pbl\_m3\_l5\_a3\_01.xml |  |
| pbl\_m3\_l5\_a3\_01.xml\_1\_str | Your Assessment Results |  |
| pbl\_m3\_l5\_a3\_01.xml\_2\_str | You scored XX% on the Module 3 quiz.<br><br>This is the end of Module 3. You have completed $ out of # Action Plan items.<br><br>If the number of Action Plan items completed above is not correct, view the Action Plan checklist to update for Module 3.<br><br>You have completed Module 3. Continue now to <b>Module 4: Project Planning</b>. |  |
| pbl\_m3\_l5\_a3\_01.xml\_3\_str |  |  |
| pbl\_m3\_l5\_a3\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m3\_l5\_a3\_01.xml\_5\_str |  |  |

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|  | pbl\_m4\_l0\_01.xml |  |
| pbl\_m4\_l0\_01.xml\_1\_str | Module 4: Project Planning |  |
| pbl\_m4\_l0\_01.xml\_2\_str | Effective planning of the overall project and the day-to-day activities is crucial when using project-based approaches. In this module, you explore the following questions:<li>How do I plan activities to help students be successful self-managers?</li><li>When do I provide instruction and when do students take responsibility for their own learning?</li><li>What types of scaffolds do I need to provide?</li><li>What management strategies do I need to consider?</li> |  |
| pbl\_m4\_l0\_01.xml\_3\_str | 1. Roll over <b>each lesson title</b> to read the lesson objective.<br><br>2. When you have finished, click <b>Next</b> to continue to <b>Lesson 1</b>. |  |
| pbl\_m4\_l0\_01.xml\_4\_str | Headphones/Speakers on! |  |
| pbl\_m4\_l0\_01.xml\_5\_str | Lesson 1: Project Organization |  |
| pbl\_m4\_l0\_01.xml\_6\_str | Organize milestones and key activities using a project timeline. |  |
| pbl\_m4\_l0\_01.xml\_7\_str | Lesson 2: Management Strategies |  |
| pbl\_m4\_l0\_01.xml\_8\_str | Review management strategies. |  |
| pbl\_m4\_l0\_01.xml\_9\_str | Lesson 3: Project Tasks and Activities |  |
| pbl\_m4\_l0\_01.xml\_10\_str | Plan the details of a project using an implementation plan. |  |
| pbl\_m4\_l0\_01.xml\_11\_str | Lesson 4: Module Review |  |
| pbl\_m4\_l0\_01.xml\_12\_str | Reflect on learning. |  |

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|  | pbl\_m4\_l1\_a1\_01.xml |  |
| pbl\_m4\_l1\_a1\_01.xml\_1\_str | Abe and Maria Discuss Project Management |  |
| pbl\_m4\_l1\_a1\_01.xml\_2\_str | Having thought about the learning goals and assessments for his project, Abe wonders how he and his students will stay organized and keep the project on track. He has many questions and asks Maria for advice. |  |
| pbl\_m4\_l1\_a1\_01.xml\_3\_str | Assessment Timeline |  |
| pbl\_m4\_l1\_a1\_01.xml\_4\_str | <li>Brainstorm</li> |  |
| pbl\_m4\_l1\_a1\_01.xml\_5\_str | <li>Anecdotal Notes</li> |  |
| pbl\_m4\_l1\_a1\_01.xml\_6\_str | <li>Journals</li><li>Collaboration</li><li>Checklist</li> |  |
| pbl\_m4\_l1\_a1\_01.xml\_7\_str | <li>Group Conferences</li><li>Solar Oven Rubric</li><li>Project Plan Checklist</li> |  |
| pbl\_m4\_l1\_a1\_01.xml\_8\_str | <li>Solar Oven Rubric</li> |  |
| pbl\_m4\_l1\_a1\_01.xml\_9\_str | <li>Reflections</li> |  |
| pbl\_m4\_l1\_a1\_01.xml\_10\_str | Assessment Plan |  |
| pbl\_m4\_l1\_a1\_01.xml\_11\_str | Brainstorm |  |
| pbl\_m4\_l1\_a1\_01.xml\_12\_str | Anecdotal Notes |  |
| pbl\_m4\_l1\_a1\_01.xml\_13\_str | Journals |  |
| pbl\_m4\_l1\_a1\_01.xml\_14\_str | Collaboration Checklist |  |
| pbl\_m4\_l1\_a1\_01.xml\_15\_str | Group Conferences |  |
| pbl\_m4\_l1\_a1\_01.xml\_16\_str | Solar Oven Rubric |  |
| pbl\_m4\_l1\_a1\_01.xml\_17\_str | Project Plan Checklist |  |
| pbl\_m4\_l1\_a1\_01.xml\_18\_str | Reflections |  |
| pbl\_m4\_l1\_a1\_01.xml\_19\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m4\_l1\_a1\_01.xml\_20\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l1\_a1\_01.xml\_21\_str | Your Turn |  |
| pbl\_m4\_l1\_a1\_01.xml\_22\_str | Use the <a href="resources/something.pdf" target="\_blank"><u>Assessment Practices</u></a> survey to reflect on the types, methods, and tools of assessment that you currently use in your classroom. |  |
| pbl\_m4\_l1\_a1\_01.xml\_23\_str | Note any interesting results and your thoughts as you reflect on your practice in the <i>Module 2, Lesson 4, Activity 2</i> section of your Action Plan. |  |
| pbl\_m4\_l1\_a1\_01.xml\_24\_str | 1. |  |
| pbl\_m4\_l1\_a1\_01.xml\_25\_str | 2. |  |
| pbl\_m4\_l1\_a1\_01.xml\_26\_str | You can drag the arrow to control the conversation |  |
| pbl\_m4\_l1\_a1\_01.xml\_27\_str | Headphones/Speakers on! |  |
| pbl\_m4\_l1\_a1\_01.xml\_28\_str | Click Button |  |
| pbl\_m4\_l1\_a1\_01.xml\_29\_str | I have so many questions, but I think my main concern is how do you keep your students on task when they are doing so much on their own? |  |
| pbl\_m4\_l1\_a1\_01.xml\_30\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m4\_l1\_a1\_01.xml\_31\_str | Probably the most important thing is to engage my students by getting them interested in the topic and their roles in the project scenario from the very beginning. For example, I might start with a project skit, role-play, or group brainstorm. Then, as a class, we review the key components of the project, where students can provide input on process steps and other open-ended tasks. |  |
| pbl\_m4\_l1\_a1\_01.xml\_32\_str | Click 2 Button |  |
| pbl\_m4\_l1\_a1\_01.xml\_33\_str | Okay, I see how that could engage your students in the beginning, but what about their buy-in or commitment? |  |
| pbl\_m4\_l1\_a1\_01.xml\_34\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m4\_l1\_a1\_01.xml\_35\_str | That’s why I use a student project plan. The plan includes the group’s decisions about how they will manage the project. Using a student project plan gives everyone a clear timeline with the tasks outlined in detail. |  |
| pbl\_m4\_l1\_a1\_01.xml\_36\_str | Click 3 Button |  |
| pbl\_m4\_l1\_a1\_01.xml\_37\_str | What about during the project? |  |
| pbl\_m4\_l1\_a1\_01.xml\_38\_str | Click 3 Button Pop Up Title Text |  |
| pbl\_m4\_l1\_a1\_01.xml\_39\_str | Well, I teach skills such as self-management and have students complete short self-assessments, including daily progress records. I also involve students in making decisions and finding solutions to issues. |  |
| pbl\_m4\_l1\_a1\_01.xml\_40\_str | Wow–that seems like a lot, but I guess it’s manageable. |  |
| pbl\_m4\_l1\_a1\_01.xml\_41\_str | Close |  |

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|  | pbl\_m4\_l1\_a1\_02.xml |  |
| pbl\_m4\_l1\_a1\_02.xml\_1\_str | Maria's Advice |  |
| pbl\_m4\_l1\_a1\_02.xml\_2\_str | Abe has more questions for Maria on several project areas. |  |
| pbl\_m4\_l1\_a1\_02.xml\_3\_str | Rollover Abe's concern at the bottom of each picture to read Maria's advice. Click the <b>Next</b> button on the filmstrip to move to Abe's next concern. |  |
| pbl\_m4\_l1\_a1\_02.xml\_4\_str | Click <b>Maria’s Advice</b> to read her advice in full. |  |
| pbl\_m4\_l1\_a1\_02.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l1\_a1\_02.xml\_6\_str | 1. |  |
| pbl\_m4\_l1\_a1\_02.xml\_7\_str | 2. |  |
| pbl\_m4\_l1\_a1\_02.xml\_8\_str | 3. |  |
| pbl\_m4\_l1\_a1\_02.xml\_9\_str | group\_name\_1 |  |
| pbl\_m4\_l1\_a1\_02.xml\_10\_str | group\_name\_2 |  |
| pbl\_m4\_l1\_a1\_02.xml\_11\_str | group\_name\_3 |  |
| pbl\_m4\_l1\_a1\_02.xml\_12\_str | group\_name\_4 |  |
| pbl\_m4\_l1\_a1\_02.xml\_13\_str | Next |  |
| pbl\_m4\_l1\_a1\_02.xml\_14\_str | Back |  |
| pbl\_m4\_l1\_a1\_02.xml\_15\_str | screen\_audio\_step\_on.swf |  |
| pbl\_m4\_l1\_a1\_02.xml\_16\_str | Image 1 |  |
| pbl\_m4\_l1\_a1\_02.xml\_17\_str | Accountablity |  |
| pbl\_m4\_l1\_a1\_02.xml\_18\_str | <b>Individual accountability in group work</b><br>Strategies I use include holding class meetings and asking for short oral reports on progress from each group, asking for short written progress reports from individuals, and conducting frequent checkpoints through observation and conferences. |  |
| pbl\_m4\_l1\_a1\_02.xml\_19\_str | Accommodations |  |
| pbl\_m4\_l1\_a1\_02.xml\_20\_str | <b>Strategies for students with learning disabilities:</b><li>Team higher-ability students with lower-ability students</li><li>Allow dictation or computer-based journal entries and ideas</li><li>Provide daily outline of tasks to aid organization and work completion</li><li>Provide templates for research and scientific investigations</li><li>Provide resources with lower readability, including Web sites</li><br><b>Strategies for non-native speakers:</b></li><li>Provide visual models</li><li>Ask more proficient bilingual students to help with translation</li><li>Develop a bilingual glossary of terms to aid vocabulary development</li><li>Allow written work in the student’s first language for later translation</li> |  |
| pbl\_m4\_l1\_a1\_02.xml\_21\_str | Technology |  |
| pbl\_m4\_l1\_a1\_02.xml\_22\_str | <b>Technology that helps students meet learning goals:</b><br>Technology can greatly increase students’ motivation and their mastery of 21st century skills. Be sure to focus on technology that truly enhances student learning. You do not want to shift the project emphasis from learning content to managing technology.<br><br><b>Technology that supports project work:</b><br>While many possibilities exist, I often set up a project wiki at the beginning of a project and teach students to set up their own pages to post their work. This promotes collaboration in group work and with our partner classrooms. Students also use online collaborative sites to write, edit, and review their group work from any location. |  |
| pbl\_m4\_l1\_a1\_02.xml\_23\_str | Organization |  |
| pbl\_m4\_l1\_a1\_02.xml\_24\_str | <b>Keeping everyone organized:</b><br>Before a project begins, I complete a project timeline and implementation plan. Student groups also complete project plans at the beginning of a project.<br><br>During the project, I keep a folder for each group containing my notes on progress and observations. Groups also have folders for progress checklists and other tools to track tasks and accomplishments. When meeting with groups, we review the work in their folders, and check off what they accomplished against what they said they were going to do.<br><br>We also use the project wiki and online collaborative sites to keep track of documents. |  |

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|  | pbl\_m4\_l1\_a1\_03.xml |  |
| pbl\_m4\_l1\_a1\_03.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l1\_a1\_03.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l1\_a1\_03.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist. |  |
| pbl\_m4\_l1\_a1\_03.xml\_4\_str | 3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l1\_a1\_03.xml\_5\_str |  |  |
| pbl\_m4\_l1\_a1\_03.xml\_6\_str | Review the K-W-L-H chart from Module 1, Lesson 1, Activity 1 and add any questions that you have related to project planning and management. |  |
| pbl\_m4\_l1\_a1\_03.xml\_7\_str | 1.<br><br><br><br><br>2. |  |
| pbl\_m4\_l1\_a1\_03.xml\_8\_str | Close |  |

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|  | pbl\_m4\_l1\_a2\_01.xml |  |
| pbl\_m4\_l1\_a2\_01.xml\_1\_str | Maria’s Project Timeline |  |
| pbl\_m4\_l1\_a2\_01.xml\_2\_str | A project timeline outlines the milestones and key tasks in a logical sequence before a project starts. It also differentiates between the activities conducted by the teacher and the tasks that students will complete.<br><br>Let’s explore Maria’s project timeline to see how she organized her project: |  |
| pbl\_m4\_l1\_a2\_01.xml\_3\_str | Roll over <b>each section</b> of the timeline to read Maria's thinking. |  |
| pbl\_m4\_l1\_a2\_01.xml\_4\_str | Click the <b>arrow bar</b> to move to the next section of the timeline. |  |
| pbl\_m4\_l1\_a2\_01.xml\_5\_str | Click <b>Maria’s Project Timeline</b> to read her entire timeline. |  |
| pbl\_m4\_l1\_a2\_01.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l1\_a2\_01.xml\_7\_str | 1. |  |
| pbl\_m4\_l1\_a2\_01.xml\_8\_str | 2. |  |
| pbl\_m4\_l1\_a2\_01.xml\_9\_str | 3. |  |
| pbl\_m4\_l1\_a2\_01.xml\_10\_str | 4. |  |
| pbl\_m4\_l1\_a2\_01.xml\_11\_str | group\_name\_1 |  |
| pbl\_m4\_l1\_a2\_01.xml\_12\_str | group\_name\_2 |  |
| pbl\_m4\_l1\_a2\_01.xml\_13\_str | group\_name\_3 |  |
| pbl\_m4\_l1\_a2\_01.xml\_14\_str | group\_name\_4 |  |
| pbl\_m4\_l1\_a2\_01.xml\_15\_str | group\_name\_5 |  |
| pbl\_m4\_l1\_a2\_01.xml\_16\_str | Teacher |  |
| pbl\_m4\_l1\_a2\_01.xml\_17\_str | Student |  |
| pbl\_m4\_l1\_a2\_01.xml\_18\_str | Next |  |
| pbl\_m4\_l1\_a2\_01.xml\_19\_str | Back |  |
| pbl\_m4\_l1\_a2\_01.xml\_20\_str | Close |  |
| pbl\_m4\_l1\_a2\_01.xml\_21\_str | <b>Before Project Work</b> |  |
| pbl\_m4\_l1\_a2\_01.xml\_22\_str | <b>Week 1</b> |  |
| pbl\_m4\_l1\_a2\_01.xml\_23\_str | Before project work begins, I think about how I’m going to orient students to the goals of the project. I plan the project, but leave it open enough for students to give input and shape it towards their interests.<br><br>After gauging student needs, I form initial groups and modify my plan if necessary.<br><br>I allow plenty of time for students to brainstorm research questions, fill in K-W-L-H charts, and complete project plans.<br><br>I also review my project timeline to make sure students have many opportunities to be responsible for their own learning. |  |
| pbl\_m4\_l1\_a2\_01.xml\_24\_str | <b>During Project Work</b> |  |
| pbl\_m4\_l1\_a2\_01.xml\_25\_str | <b>Week 2</b> |  |
| pbl\_m4\_l1\_a2\_01.xml\_26\_str | During project work, I act as a facilitator, keeping students focused and motivated. I accomplish this by:<li>Continuously reinforcing the goals of the project</li><li>Introducing 21st century skills instruction when necessary</li><li>Monitoring and adjusting the project timeline and student groups</li><li>Reviewing anecdotal notes and assessments, noting gaps, and creating lessons</li><li>Checking student work folders and the wiki for progress and providing feedback</li><li>Communicating next steps so students know what to expect every day</li><li>Helping students make choices</li><li>Helping students learn to be self-managers by:</li> â€¢ Providing instruction in skills<br> â€¢ Setting benchmarks<br> â€¢ Providing directions for managing time<br> â€¢ Having students fill in daily goal sheets or learning logs and reflecting<br> on progress and learning<br> â€¢ Making wise decisions |  |
| pbl\_m4\_l1\_a2\_01.xml\_27\_str | <b>After Project Work</b> |  |
| pbl\_m4\_l1\_a2\_01.xml\_28\_str | <b>Week 6</b> |  |
| pbl\_m4\_l1\_a2\_01.xml\_29\_str | After project work, the focus is on reflection. I ask students to:<li>Reflect on their learning and set new goals</li><li>Write a letter to next year’s students explaining how to complete a project in our class</li><li>Modify the assessments we used or create new ones for the next project using the knowledge they just gained</li>My tasks include:<li>Setting up student-led conferences for students to share their learning with parents</li><li>Reflecting on what went well and areas I need to improve for the next project</li><li>Reviewing student work and noticing areas to focus instruction for the whole class, small groups, and individual students</li> |  |

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|  | pbl\_m4\_l1\_a2\_02.xml |  |
| pbl\_m4\_l1\_a2\_02.xml\_1\_str | Activity Distribution |  |
| pbl\_m4\_l1\_a2\_02.xml\_2\_str | With key milestones in place, you can plan daily activities. Activities should be balanced between individual tasks, group tasks, and teacher-led instruction. They should also include community connections whenever possible. |  |
| pbl\_m4\_l1\_a2\_02.xml\_3\_str | 1. |  |
| pbl\_m4\_l1\_a2\_02.xml\_4\_str | 2. |  |
| pbl\_m4\_l1\_a2\_02.xml\_5\_str | Click the <b>table</b> to see the balance of activity types in Maria’s project. |  |
| pbl\_m4\_l1\_a2\_02.xml\_6\_str | Open <b>Distribution Table</b> to read this table offline. |  |
| pbl\_m4\_l1\_a2\_02.xml\_7\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l1\_a2\_02.xml\_8\_str | Teacher-Led Activities |  |
| pbl\_m4\_l1\_a2\_02.xml\_9\_str | Introduce Project<br>Scenario/Expectations |  |
| pbl\_m4\_l1\_a2\_02.xml\_10\_str | Discuss CFQs |  |
| pbl\_m4\_l1\_a2\_02.xml\_11\_str | Gauge Student Needs |  |
| pbl\_m4\_l1\_a2\_02.xml\_12\_str | Demonstrate Cooking |  |
| pbl\_m4\_l1\_a2\_02.xml\_13\_str | Instruct in 21st Century Skills |  |
| pbl\_m4\_l1\_a2\_02.xml\_14\_str | Evaluate Web Sites |  |
| pbl\_m4\_l1\_a2\_02.xml\_15\_str | Monitor Groups |  |
| pbl\_m4\_l1\_a2\_02.xml\_16\_str | Individual Tasks |  |
| pbl\_m4\_l1\_a2\_02.xml\_17\_str | Complete K-W-L-H Chart |  |
| pbl\_m4\_l1\_a2\_02.xml\_18\_str | Hypothesize |  |
| pbl\_m4\_l1\_a2\_02.xml\_19\_str | Reflect on Learning |  |
| pbl\_m4\_l1\_a2\_02.xml\_20\_str | Record Progress |  |
| pbl\_m4\_l1\_a2\_02.xml\_21\_str | Sketch Design |  |
| pbl\_m4\_l1\_a2\_02.xml\_22\_str | Group Tasks |  |
| pbl\_m4\_l1\_a2\_02.xml\_23\_str | Brainstorm Questions |  |
| pbl\_m4\_l1\_a2\_02.xml\_24\_str | Project Plan |  |
| pbl\_m4\_l1\_a2\_02.xml\_25\_str | Investigate Science Concepts |  |
| pbl\_m4\_l1\_a2\_02.xml\_26\_str | Conduct Research |  |
| pbl\_m4\_l1\_a2\_02.xml\_27\_str | Write Paper |  |
| pbl\_m4\_l1\_a2\_02.xml\_28\_str | Build and Test Cookers |  |
| pbl\_m4\_l1\_a2\_02.xml\_29\_str | Develop Presentation/Newsletter |  |
| pbl\_m4\_l1\_a2\_02.xml\_30\_str | Community Connections |  |
| pbl\_m4\_l1\_a2\_02.xml\_31\_str | Survey Community |  |
| pbl\_m4\_l1\_a2\_02.xml\_32\_str | Collaborate with Other Classrooms |  |
| pbl\_m4\_l1\_a2\_02.xml\_33\_str | Visit Solar Power Plant |  |
| pbl\_m4\_l1\_a2\_02.xml\_34\_str | Engineer Share Design Process |  |
| pbl\_m4\_l1\_a2\_02.xml\_35\_str | Share Work with Community |  |
| pbl\_m4\_l1\_a2\_02.xml\_36\_str | Did you notice? |  |
| pbl\_m4\_l1\_a2\_02.xml\_37\_str | Observe that the teacher-led activities are minimal and mostly based on teaching 21st century skills and assessment. Maria provides ample opportunities for student responsibility and conducts direct instruction when necessary. |  |
| pbl\_m4\_l1\_a2\_02.xml\_38\_str | Close |  |

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|  | pbl\_m4\_l1\_a2\_03.xml |  |
| pbl\_m4\_l1\_a2\_03.xml\_1\_str | Check Understanding |  |
| pbl\_m4\_l1\_a2\_03.xml\_2\_str | Now that Abe has seen how Maria balances activities among individual tasks, group tasks, community connections, and teacher-led instruction, Abe wants to check his activities from his draft project timeline. Help him review the balance of his activities by categorizing some activities from his project timeline in the table below. |  |
| pbl\_m4\_l1\_a2\_03.xml\_3\_str |  |  |
| pbl\_m4\_l1\_a2\_03.xml\_4\_str | Select the task type for each activity and then click <b>Submit</b>. |  |
| pbl\_m4\_l1\_a2\_03.xml\_5\_str | Teacher-led Activities |  |
| pbl\_m4\_l1\_a2\_03.xml\_6\_str | Individual Tasks |  |
| pbl\_m4\_l1\_a2\_03.xml\_7\_str | Group Tasks |  |
| pbl\_m4\_l1\_a2\_03.xml\_8\_str | Community Connections |  |
| pbl\_m4\_l1\_a2\_03.xml\_9\_str | Determine specific questions for investigation and research on topics |  |
| pbl\_m4\_l1\_a2\_03.xml\_10\_str | Survey students in school for their preferences on what the playground should include |  |
| pbl\_m4\_l1\_a2\_03.xml\_11\_str | Model <a href="asfunction:islAppRoot.launch\_glossary\_def,think-pair-share"><u>Think-Pair-Share</u></a> |  |
| pbl\_m4\_l1\_a2\_03.xml\_12\_str | Reflect on learning and monitor progress in portfolio |  |
| pbl\_m4\_l1\_a2\_03.xml\_13\_str | Coordinate taking measurements of playground |  |
| pbl\_m4\_l1\_a2\_03.xml\_14\_str | Explore concepts of scale and mapping |  |
| pbl\_m4\_l1\_a2\_03.xml\_15\_str | Abe could determine the questions, but asking students for their input gives them more responsibility for their learning, increases motivation, and fosters collaboration. |  |
| pbl\_m4\_l1\_a2\_03.xml\_16\_str | This activity helps students see that community involvement is important to their project’s success. |  |
| pbl\_m4\_l1\_a2\_03.xml\_17\_str | Abe will need to determine which skills are critical for him to model for his students. |  |
| pbl\_m4\_l1\_a2\_03.xml\_18\_str | To develop self-management skills, individual students should reflect on their learning and monitor their own progress during the project. |  |
| pbl\_m4\_l1\_a2\_03.xml\_19\_str | Abe could coordinate taking measurements, but asking students to determine their tasks in the group gives them responsibility for their learning and fosters collaboration. |  |
| pbl\_m4\_l1\_a2\_03.xml\_20\_str | Abe could instruct the whole group in these skills, but allowing students to learn these concepts in groups helps them learn from each other and helps Abe to better differentiate to accommodate all learners. |  |
| pbl\_m4\_l1\_a2\_03.xml\_21\_str | SUBMIT |  |
| pbl\_m4\_l1\_a2\_03.xml\_22\_str | RETRY |  |
| pbl\_m4\_l1\_a2\_03.xml\_23\_str | Show Correct Answers |  |
| pbl\_m4\_l1\_a2\_03.xml\_24\_str | Show My Answers |  |
| pbl\_m4\_l1\_a2\_03.xml\_25\_str | <b>Correct</b>. You correctly identified each activity as a group or individual task, community connection, or teacher-led activity.<br>[extra1]Roll over each <b>activity</b> to find out more. When you are finished, click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l1\_a2\_03.xml\_26\_str | <b>Incorrect</b>. The correct answers are now shown.<br><br>[extra1]Roll over each <b>activity</b> to find out more. When you are finished, click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l1\_a2\_03.xml\_27\_str | <b>Almost</b>. You identified some of the activities correctly. The correct answers are shown.<br><br>[extra1]Roll over each <b>activity</b> to find out more. When you are finished, click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l1\_a2\_03.xml\_28\_str | Transcript text goes here. |  |

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|  | pbl\_m4\_l1\_a2\_04.xml |  |
| pbl\_m4\_l1\_a2\_04.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l1\_a2\_04.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l1\_a2\_04.xml\_3\_str | 1. A document is just one format for a project timeline. Open the<br> <b>Project Timeline </b> and the <b>Calendar Project Timeline</b> to see<br> other examples.<br><br>2. Open your Action Plan document and complete the Your Turn.<br><br>3. Remember to update your Action Plan checklist.<br><br>4. Click <b>Next</b> to continue to <b>Lesson 2</b>. |  |
| pbl\_m4\_l1\_a2\_04.xml\_4\_str | 1<br><br><br><br><br><br><br> |  |
| pbl\_m4\_l1\_a2\_04.xml\_5\_str | Use any format you wish to outline a rough draft of a project timeline for a unit you plan to teach. Note the name in Module 4, Lesson 1, Activity 2 of your Action Plan. |  |
| pbl\_m4\_l1\_a2\_04.xml\_6\_str | Close |  |

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|  | pbl\_m4\_l2\_a1\_01.xml |  |
| pbl\_m4\_l2\_a1\_01.xml\_1\_str | Classroom Strategies |  |
| pbl\_m4\_l2\_a1\_01.xml\_2\_str | Now that you planned how to organize your activities in a timeline, read these two classroom scenarios to explore some management strategies. |  |
| pbl\_m4\_l2\_a1\_01.xml\_3\_str | Click <b>each teacher</b> to learn how they manage projects in their classrooms. |  |
| pbl\_m4\_l2\_a1\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a1\_01.xml\_5\_str | 1. |  |
| pbl\_m4\_l2\_a1\_01.xml\_6\_str | 2. |  |
| pbl\_m4\_l2\_a1\_01.xml\_7\_str | Mr. Espinoza |  |
| pbl\_m4\_l2\_a1\_01.xml\_8\_str | Hi. My name is Carlos Espinoza. I have a classroom of 25 elementary students. I love doing projects, and often use technology to help my students interact outside the classroom. My access to technology is quite limited.<br>[extra1]Click <a href="resources/Carlos\_Espinoza.pdf" target="\_blank"><u><b>here</b></u></a> to see Mr. Espinoza's classroom management strategies.[/extra] |  |
| pbl\_m4\_l2\_a1\_01.xml\_9\_str | Ms. Fredrickson |  |
| pbl\_m4\_l2\_a1\_01.xml\_10\_str | Hi. My name is Connie Fredrickson. I teach language arts to high school students. I’m fairly new to projects, but am quite excited by my students’ enthusiasm in our first project. We use technology throughout our project to help with research, communication, and sharing ideas.<br>[extra1]Click <a href="resources/Connie\_Fredrickson.pdf" target="\_blank"><u><b>here</b></u></a> to see Ms. Fredrickson's classroom management strategies.[/extra] |  |
| pbl\_m4\_l2\_a1\_01.xml\_11\_str | Close X |  |

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| --- | --- | --- |
|  | pbl\_m4\_l2\_a1\_01b.xml |  |
| pbl\_m4\_l2\_a1\_01b.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l2\_a1\_01b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l2\_a1\_01b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a1\_01b.xml\_4\_str | 1.<br><br><br>2. |  |
| pbl\_m4\_l2\_a1\_01b.xml\_5\_str | Open the two classroom management scenarios if you would like to refer to them.<br><br>After you read the two classroom management scenarios, think about how the teacher’s situations relate to your classroom experience. Note ideas you can use in your classroom in Module 4, Lesson 2, Activity 1 of your Action Plan. |  |
| pbl\_m4\_l2\_a1\_01b.xml\_6\_str | Close |  |

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|  | pbl\_m4\_l2\_a2\_01.xml |  |
| pbl\_m4\_l2\_a2\_01.xml\_1\_str | Management Categories |  |
| pbl\_m4\_l2\_a2\_01.xml\_2\_str | Explore management strategies in detail. |  |
| pbl\_m4\_l2\_a2\_01.xml\_3\_str | Click <b>each category</b> to see types of strategies. |  |
| pbl\_m4\_l2\_a2\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a2\_01.xml\_5\_str | 1. |  |
| pbl\_m4\_l2\_a2\_01.xml\_6\_str | 2. |  |
| pbl\_m4\_l2\_a2\_01.xml\_7\_str | Communicating about the Project |  |
| pbl\_m4\_l2\_a2\_01.xml\_8\_str | Communicating about the Project includes:<li>Project launch</li><li>Student expectations, key tasks, and responsibilities</li><li>Celebration and wrap-up</li> |  |
| pbl\_m4\_l2\_a2\_01.xml\_9\_str | Timing and Transitions |  |
| pbl\_m4\_l2\_a2\_01.xml\_10\_str | Timing and Transitions includes:<li>Project schedule</li><li>Student attendance</li> |  |
| pbl\_m4\_l2\_a2\_01.xml\_11\_str | Managing Collaboration |  |
| pbl\_m4\_l2\_a2\_01.xml\_12\_str | Fostering Collaboration includes:<li>Group size</li><li>Types of groups</li><li>Managing and monitoring groups</li> |  |
| pbl\_m4\_l2\_a2\_01.xml\_13\_str | Managing Resources |  |
| pbl\_m4\_l2\_a2\_01.xml\_14\_str | Managing Resources includes:<li>Technology management</li><li>Student file management</li><li>Materials management</li><li>External resources</li> |  |
| pbl\_m4\_l2\_a2\_01.xml\_15\_str | Close X |  |

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|  | pbl\_m4\_l2\_a3\_01.xml |  |
| pbl\_m4\_l2\_a3\_01.xml\_1\_str | Project Launch |  |
| pbl\_m4\_l2\_a3\_01.xml\_2\_str | When launching the project, communication is essential. |  |
| pbl\_m4\_l2\_a3\_01.xml\_3\_str | 1. |  |
| pbl\_m4\_l2\_a3\_01.xml\_4\_str | 2. |  |
| pbl\_m4\_l2\_a3\_01.xml\_5\_str | 3. |  |
| pbl\_m4\_l2\_a3\_01.xml\_6\_str | Click <b>Project Launch</b> to learn about several strategies. |  |
| pbl\_m4\_l2\_a3\_01.xml\_7\_str | Click <b>each sample</b> for more ideas. |  |
| pbl\_m4\_l2\_a3\_01.xml\_8\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a3\_01.xml\_9\_str | Inform Community |  |
| pbl\_m4\_l2\_a3\_01.xml\_10\_str | Inform Parents]></p>    <p id="label\_text\_4">Inform Students |  |
| pbl\_m4\_l2\_a3\_01.xml\_11\_str | <li>Tell students about the projects well before they begin. This helps to:</li> â€¢ Gather student input<br> â€¢ Answer questions<br> â€¢ Generate excitement<br><br><li>Communicate to parents, administrators, and the involved community early. Outline the project through a newsletter, brochure, wiki, or social networking site. Consider including:</li> â€¢ Benefits of projects<br> â€¢ Project timeline<br> â€¢ Key milestones<br> â€¢ Expected outcomes<br> â€¢ Criteria for grading<br> â€¢ Request for help along with ideas<br><br><li>Ask parents to sign and return a letter indicating their awareness and interest in supporting their child on the project.</li><br><li>Introduce the project to students through a scenario.</li> |  |
| pbl\_m4\_l2\_a3\_01.xml\_12\_str | Distributing publications or posting information on a class wiki or social networking site can help elicit community support.<br><br>If desired, open a <a href="resources/Sample\_Publication.pdf" target="\_blank"><u><b>sample publication</b></u></a>. |  |
| pbl\_m4\_l2\_a3\_01.xml\_13\_str | Inform Parents |  |
| pbl\_m4\_l2\_a3\_01.xml\_14\_str | Inform Parents |  |
| pbl\_m4\_l2\_a3\_01.xml\_15\_str | Send a letter home to parents informing them about project expectations and timelines, and eliciting their help.<br><br>Open the <a href="resources/sample\_letter.pdf" target="\_blank"><u><b>Sample Letter</b></u></a> to review a possible letter to send to parents at the beginning of a project. |  |
| pbl\_m4\_l2\_a3\_01.xml\_16\_str | Inform Students |  |
| pbl\_m4\_l2\_a3\_01.xml\_17\_str | An effective project introduction includes three components:<li>Posing the Essential Question</li><li>Motivating and engaging students</li><li>Setting up project roles</li><br>Open a sample project scenario introduction from the <a href="resources/famine\_un\_memo.pdf" target="\_blank"><u><b>Famine</b></u></a> unit. Notice how the sample incorporates all three project introduction components. |  |
| pbl\_m4\_l2\_a3\_01.xml\_18\_str | Close |  |

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|  | pbl\_m4\_l2\_a3\_02.xml |  |
| pbl\_m4\_l2\_a3\_02.xml\_1\_str | Student Expectations, Key Tasks and Responsibilities |  |
| pbl\_m4\_l2\_a3\_02.xml\_2\_str | To ensure students understand their responsibilities, provide guidance at the beginning of the project. |  |
| pbl\_m4\_l2\_a3\_02.xml\_3\_str | 1. |  |
| pbl\_m4\_l2\_a3\_02.xml\_4\_str | 2. |  |
| pbl\_m4\_l2\_a3\_02.xml\_5\_str | 3. |  |
| pbl\_m4\_l2\_a3\_02.xml\_6\_str | Roll over <b>each image</b> to read strategies for providing guidance. |  |
| pbl\_m4\_l2\_a3\_02.xml\_7\_str | If desired, open <b>Student Project Plans</b> for more ideas. |  |
| pbl\_m4\_l2\_a3\_02.xml\_8\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a3\_02.xml\_9\_str | Project Plan |  |
| pbl\_m4\_l2\_a3\_02.xml\_10\_str | Introduce a project plan. As students become more experienced with projects, ask them to create their own project plans. |  |
| pbl\_m4\_l2\_a3\_02.xml\_11\_str | Rubric |  |
| pbl\_m4\_l2\_a3\_02.xml\_12\_str | Review the project rubric that defines the criteria for assessment. Get feedback on expectations, answer any questions, and consider adjusting criteria based on student input. |  |
| pbl\_m4\_l2\_a3\_02.xml\_13\_str | Project Grade |  |
| pbl\_m4\_l2\_a3\_02.xml\_14\_str | Discuss and agree on grading criteria before the project begins. |  |
| pbl\_m4\_l2\_a3\_02.xml\_15\_str | Close |  |

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|  | pbl\_m4\_l2\_a3\_03.xml |  |
| pbl\_m4\_l2\_a3\_03.xml\_1\_str | Celebration and Wrap-up |  |
| pbl\_m4\_l2\_a3\_03.xml\_2\_str | After a successful project and all the hard work, students appreciate a celebration and final wrap-up. Students can showcase their learning and receive feedback from the community. |  |
| pbl\_m4\_l2\_a3\_03.xml\_3\_str | 1. |  |
| pbl\_m4\_l2\_a3\_03.xml\_4\_str | 2. |  |
| pbl\_m4\_l2\_a3\_03.xml\_5\_str | Click <b>each project</b> to read about sample wrap-up scenarios.Think about how you would successfully manage each wrap-up. |  |
| pbl\_m4\_l2\_a3\_03.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a3\_03.xml\_7\_str | Food for Thought |  |
| pbl\_m4\_l2\_a3\_03.xml\_8\_str | <b>Unit Summary</b><br>Students study their own health, activity, and nutrition needs as they develop menus of healthy and appealing foods for their own restaurants.<br><br><b>Wrap-Up</b><br>"Open" one or two restaurants each day, with restaurant groups serving their classmate customers. Have restaurateurs explain their healthy offerings, pretend to take orders, figure a bill, compute a 15 percent tip, and count back change. |  |
| pbl\_m4\_l2\_a3\_03.xml\_9\_str | My Family: Past, Present, and Future |  |
| pbl\_m4\_l2\_a3\_03.xml\_10\_str | <b>Unit Summary</b><br>Students explore the lives of people who make a difference in their everyday lives.<br><br><b>Wrap-Up</b><br>Hold a “Celebrating Our Families” night, and invite families to see the completed unit projects and sample the various family recipes. Give students the option to share their biography presentations. Also, provide opportunities for visitors to give feedback to students in recognition of their work. |  |
| pbl\_m4\_l2\_a3\_03.xml\_11\_str | What Happened to Robin? |  |
| pbl\_m4\_l2\_a3\_03.xml\_12\_str | <b>Unit Summary</b><br>Using actual wildlife injury data from a local wildlife rescue center, students learn what animal species have been injured and the causes of injury.<br><br><b>Wrap-Up</b><br>Have small groups present their data, educate others about injury to wildlife, and discuss ways to prevent injuries with representatives from the Humane Society, neighborhood associations, and other interested groups. Next have students collect public reaction to the data through a survey and ask for input on how to reduce wildlife injuries. Finally, have students use a social networking site to post recommendations for community action. |  |
| pbl\_m4\_l2\_a3\_03.xml\_13\_str | River City Water |  |
| pbl\_m4\_l2\_a3\_03.xml\_14\_str | <b>Unit Summary</b><br>Students conduct in-depth research about specific environmental factors that affect the quality of rivers, and they learn how to measure water quality indicators.<br><br><b>Wrap-Up</b><br>Have teams participate in a simulation. One team takes on the role of the city council and conducts a hearing to evaluate proposed development projects. Other teams come before the council to present the viewpoints of special interest groups, such as project investors, recreational fishermen, wastewater treatment plant managers, or hydropower plant owners. The city council team evaluates each proposal according to which project has the least negative effect on the river and provides the most benefit to the community.<br><br>Based on the rulings, students then modify their presentations and post them on the class wiki. The class creates a survey to gather input from the community and offers for further proposals. |  |
| pbl\_m4\_l2\_a3\_03.xml\_15\_str | Close |  |

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|  | pbl\_m4\_l2\_a3\_03b.xml |  |
| pbl\_m4\_l2\_a3\_03b.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l2\_a3\_03b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l2\_a3\_03b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a3\_03b.xml\_4\_str | 1<br><br><br><br><br><br><br> |  |
| pbl\_m4\_l2\_a3\_03b.xml\_5\_str | What type of wrap-up experience do you want to try for your project? Note your ideas in Module 4, Lesson 2, Activity 3 of your Action Plan. |  |
| pbl\_m4\_l2\_a3\_03b.xml\_6\_str | Close |  |

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|  | pbl\_m4\_l2\_a4\_01.xml |  |
| pbl\_m4\_l2\_a4\_01.xml\_1\_str | Abe and Maria Discuss Project Schedules |  |
| pbl\_m4\_l2\_a4\_01.xml\_2\_str | Even with the most careful planning, projects rarely progress as planned.<br><br>Eavesdrop on Maria and Abe as they discuss strategies for handling project timing and transitions. |  |
| pbl\_m4\_l2\_a4\_01.xml\_3\_str | Maria and Abe have a few final words. |  |
| pbl\_m4\_l2\_a4\_01.xml\_4\_str | 1. |  |
| pbl\_m4\_l2\_a4\_01.xml\_5\_str | 2. |  |
| pbl\_m4\_l2\_a4\_01.xml\_6\_str | Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m4\_l2\_a4\_01.xml\_7\_str | If desired, click <b>Abe and Maria's Discussion</b> to read offline. |  |
| pbl\_m4\_l2\_a4\_01.xml\_8\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a4\_01.xml\_9\_str |  |  |
| pbl\_m4\_l2\_a4\_01.xml\_10\_str | Your Turn |  |
| pbl\_m4\_l2\_a4\_01.xml\_11\_str | Now that you completed the Project-Based Approaches course, revisit your K-W-L-H chart as well as your goals and challenges from Module 1. |  |
| pbl\_m4\_l2\_a4\_01.xml\_12\_str | Headphones/Speakers on! |  |
| pbl\_m4\_l2\_a4\_01.xml\_13\_str | Click Button |  |
| pbl\_m4\_l2\_a4\_01.xml\_14\_str | I’m worried about scheduling conflicts or something unforeseen occurring that will delay project work. What do you suggest if this happens? |  |
| pbl\_m4\_l2\_a4\_01.xml\_15\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m4\_l2\_a4\_01.xml\_16\_str | You have to be flexible with scheduling. I try to plan ahead as much as possible by reviewing the school calendar for conflicts with other school activities and coordinating with other teachers so projects are not due at the same time. But even so, I always build in extra time for unexpected delays. I also plan alternate activities for unforeseen circumstances. |  |
| pbl\_m4\_l2\_a4\_01.xml\_17\_str | Close X |  |

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|  | pbl\_m4\_l2\_a4\_02.xml |  |
| pbl\_m4\_l2\_a4\_02.xml\_1\_str | Time for Project Work |  |
| pbl\_m4\_l2\_a4\_02.xml\_2\_str | Let’s follow more of their conversation. |  |
| pbl\_m4\_l2\_a4\_02.xml\_3\_str | 1.<br><br>2. |  |
| pbl\_m4\_l2\_a4\_02.xml\_4\_str | Click <b>Abe</b> to continue.<br><br>When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a4\_02.xml\_5\_str |  |  |
| pbl\_m4\_l2\_a4\_02.xml\_6\_str | You can drag the arrow to control the conversation |  |
| pbl\_m4\_l2\_a4\_02.xml\_7\_str | Headphones/Speakers on! |  |
| pbl\_m4\_l2\_a4\_02.xml\_8\_str | How much time should I devote to project work? |  |
| pbl\_m4\_l2\_a4\_02.xml\_9\_str | That depends on the breadth of your project. You could spend all period for several weeks on project work if it meets enough of your standards to warrant the time. However, if you have other subjects or time commitments, you could schedule project work for part of the period, a few times per week, or even once a week. You also need to consider your students’ motivation and interests; too long between project work sessions could dampen their enthusiasm. |  |
| pbl\_m4\_l2\_a4\_02.xml\_10\_str | What do you do? |  |
| pbl\_m4\_l2\_a4\_02.xml\_11\_str | In general, I devote concentrated time on project work toward the end of projects. |  |

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|  | pbl\_m4\_l2\_a4\_03.xml |  |
| pbl\_m4\_l2\_a4\_03.xml\_1\_str | School Attendance |  |
| pbl\_m4\_l2\_a4\_03.xml\_2\_str | When students work in collaborative project groups, student absences can create problems. Consider the following strategies to help you manage absences:<li>Use a WebQuest, wiki, online collaborative site, or classroom Web site for all project work and provide anywhere access to make up</li><li>Provide guidance on how students can make up missed work as part of project planning</li><li>Ask students to work in groups to coordinate work when a member is absent</li><li>Advise students to keep all group work in an electronic format or in a group folder</li> |  |
| pbl\_m4\_l2\_a4\_03.xml\_3\_str | Click the <b>students</b> to follow a conversation about coping with an absent group member. |  |
| pbl\_m4\_l2\_a4\_03.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a4\_03.xml\_5\_str | 1. |  |
| pbl\_m4\_l2\_a4\_03.xml\_6\_str | 2. |  |
| pbl\_m4\_l2\_a4\_03.xml\_7\_str | You can drag the arrow to control the conversation |  |
| pbl\_m4\_l2\_a4\_03.xml\_8\_str | Headphones/Speakers on! |  |
| pbl\_m4\_l2\_a4\_03.xml\_9\_str | Click Button |  |
| pbl\_m4\_l2\_a4\_03.xml\_10\_str | Alex isn’t here. His homework was to research the box cooker features so we could decide on our final design today. Did you know he was going to be gone? |  |
| pbl\_m4\_l2\_a4\_03.xml\_11\_str | No. He didn’t say anything to me. How are we going to complete our work? Our project plan shows that we need to finish the design today so we can start writing our report tomorrow. |  |
| pbl\_m4\_l2\_a4\_03.xml\_12\_str | Have you checked your wiki to see if Alex posted his work? |  |
| pbl\_m4\_l2\_a4\_03.xml\_13\_str | Yes. I looked and there is nothing there. |  |
| pbl\_m4\_l2\_a4\_03.xml\_14\_str | Well, this is a problem. Clearly, you need a plan to handle absences, like posting work on the wiki or adding notes to the group folder at the end of each period. For now, what can you do? |  |
| pbl\_m4\_l2\_a4\_03.xml\_15\_str | We could look at the research the three of us completed and decide on the features to use in our design. |  |
| pbl\_m4\_l2\_a4\_03.xml\_16\_str | Or, we could have one of us research the box cooker features right now, while the other two start outlining the report. |  |
| pbl\_m4\_l2\_a4\_03.xml\_17\_str | What if we ask another group if we can read their research on box cookers? |  |
| pbl\_m4\_l2\_a4\_03.xml\_18\_str | I like that idea. We could ask Alex to help their group with a task when he returns. |  |
| pbl\_m4\_l2\_a4\_03.xml\_19\_str | All good ideas. Decide what works best and then get to work. When you complete your progress log at the end of the day, please reflect on the success of your solution and write some ideas about what you can do in the future to keep your group progressing when someone is absent. |  |
| pbl\_m4\_l2\_a4\_03.xml\_20\_str | Close |  |

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|  | pbl\_m4\_l2\_a4\_04.xml |  |
| pbl\_m4\_l2\_a4\_04.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l2\_a4\_04.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l2\_a4\_04.xml\_3\_str |  |  |
| pbl\_m4\_l2\_a4\_04.xml\_4\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a4\_04.xml\_5\_str | Record ideas for management strategies that you want to use in your classroom in Module 4, Lesson 2, Activity 4 of your Action Plan. |  |
| pbl\_m4\_l2\_a4\_04.xml\_6\_str | Assessment Method |  |
| pbl\_m4\_l2\_a4\_04.xml\_7\_str | Instrument |  |
| pbl\_m4\_l2\_a4\_04.xml\_8\_str | Close |  |

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|  | pbl\_m4\_l2\_a5\_01.xml |  |
| pbl\_m4\_l2\_a5\_01.xml\_1\_str | Group Size |  |
| pbl\_m4\_l2\_a5\_01.xml\_2\_str | Collaboration is a feature of project-based learning that occurs in different group sizes and activities. Students may work in small groups, as a whole group, individually on certain tasks, or only on final products and presentations. Groupings vary as the project progresses. Choosing the appropriate group size and type is part of project planning and management. |  |
| pbl\_m4\_l2\_a5\_01.xml\_3\_str | 1. |  |
| pbl\_m4\_l2\_a5\_01.xml\_4\_str | 2. |  |
| pbl\_m4\_l2\_a5\_01.xml\_5\_str | 3. |  |
| pbl\_m4\_l2\_a5\_01.xml\_6\_str | Roll over <b>the students</b> for more ideas on grouping students. |  |
| pbl\_m4\_l2\_a5\_01.xml\_7\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a5\_01.xml\_8\_str | Pairs |  |
| pbl\_m4\_l2\_a5\_01.xml\_9\_str | Provide feedback<br>Edit work<br>Combine skills on a task |  |
| pbl\_m4\_l2\_a5\_01.xml\_10\_str | Small Groups |  |
| pbl\_m4\_l2\_a5\_01.xml\_11\_str | Work on complex tasks<br>Learn content<br>Share perspectives<br>Reach consensus |  |
| pbl\_m4\_l2\_a5\_01.xml\_12\_str | Whole Group |  |
| pbl\_m4\_l2\_a5\_01.xml\_13\_str | Brainstorm<br>Student presentations<br>Debriefing<br>Progress checks<br>Discussions<br>Debates<br>Modeling activities |  |
| pbl\_m4\_l2\_a5\_01.xml\_14\_str | Close |  |

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|  | pbl\_m4\_l2\_a5\_02.xml |  |
| pbl\_m4\_l2\_a5\_02.xml\_1\_str | Types of Groups |  |
| pbl\_m4\_l2\_a5\_02.xml\_2\_str | Grouping students is beneficial for projects. When forming groups, consider your purpose:<li>Why are you forming the groups?</li><li>What skills are necessary to accomplish the tasks?</li><br>In some cases, allowing students to choose their groups may be advantageous, while in other cases, you should group the students yourself. |  |
| pbl\_m4\_l2\_a5\_02.xml\_3\_str | Roll over each <b>strategy</b> for ideas on how to group students. |  |
| pbl\_m4\_l2\_a5\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a5\_02.xml\_5\_str | 1. |  |
| pbl\_m4\_l2\_a5\_02.xml\_6\_str | 2. |  |
| pbl\_m4\_l2\_a5\_02.xml\_7\_str | Heterogeneous Groups |  |
| pbl\_m4\_l2\_a5\_02.xml\_8\_str | Forming Heterogeneous Groups |  |
| pbl\_m4\_l2\_a5\_02.xml\_9\_str | When students are grouped heterogeneously, they learn and practice collaboration skills while benefiting from the perspectives and strengths of each group member. When forming heterogeneous groups, consider grouping leaders with students who need leadership and academically strong students with weaker students. Remember to rotate leadership roles so that all students gain leadership experience. |  |
| pbl\_m4\_l2\_a5\_02.xml\_10\_str | Jigsaw Groups |  |
| pbl\_m4\_l2\_a5\_02.xml\_11\_str | Using the Jigsaw Method |  |
| pbl\_m4\_l2\_a5\_02.xml\_12\_str | One grouping strategy to disseminate expertise in groups is the jigsaw technique. Form students into teams to investigate different topics, allowing students to become experts. Then, form new teams that have one member from each of the expert teams. This way, each new team has an expert in each of the topics originally investigated. |  |
| pbl\_m4\_l2\_a5\_02.xml\_13\_str | Student Choice in Groups |  |
| pbl\_m4\_l2\_a5\_02.xml\_14\_str | Giving Student Choice in Forming Groups |  |
| pbl\_m4\_l2\_a5\_02.xml\_15\_str | Sometimes, groups function best when students have choice in who is in their groups. Allowing student choice can be done with different methods. One way is for students to pick another student to form a pair and then pairs can be matched by the teacher to form groups of four. |  |
| pbl\_m4\_l2\_a5\_02.xml\_16\_str | Close |  |

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| --- | --- | --- |
|  | pbl\_m4\_l2\_a5\_03.xml |  |
| pbl\_m4\_l2\_a5\_03.xml\_1\_str | Managing and Monitoring Groups |  |
| pbl\_m4\_l2\_a5\_03.xml\_2\_str | How do you handle problems in groups? Some strategies include: |  |
| pbl\_m4\_l2\_a5\_03.xml\_3\_str | Roll over the <b>strategies</b> above for more details. |  |
| pbl\_m4\_l2\_a5\_03.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a5\_03.xml\_5\_str | 1. |  |
| pbl\_m4\_l2\_a5\_03.xml\_6\_str | 2. |  |
| pbl\_m4\_l2\_a5\_03.xml\_7\_str | <li>Using group process techniques to promote collaboration and participation</li> |  |
| pbl\_m4\_l2\_a5\_03.xml\_8\_str | Use group process techniques to promote collaboration and participation |  |
| pbl\_m4\_l2\_a5\_03.xml\_9\_str | <li>Provide rubrics, checklists, and self-reflection prompts to help students monitor individual and group effort</li> â€¢ Refer to the checklists and rubrics you reviewed in Module 3<li>Provide checkpoints throughout the project</li> â€¢ Observe groups working and facilitate conflict resolution if necessary<br> â€¢ Conference with groups frequently about their processes and products<br> â€¢ Ask groups to share their challenges with the whole class<br> â€¢ Have students use planning sheets and group folders to record evidence of progress<li>Teach specific collaboration and self-direction skills</li> |  |
| pbl\_m4\_l2\_a5\_03.xml\_10\_str | <li>Incorporating realistic consequences for nonparticipation</li> |  |
| pbl\_m4\_l2\_a5\_03.xml\_11\_str | Incorporate realistic consequences for nonparticipation |  |
| pbl\_m4\_l2\_a5\_03.xml\_12\_str | <li>Prompt student groups to identify issues and develop solutions. Solicit solutions or commitment to a solution from nonparticipating member(s)</li><li>If a student is not working with the group, take them out and assign them more traditional individual learning activities</li><li>Consider letting the group "fire" a member who is not working collaboratively</li> |  |
| pbl\_m4\_l2\_a5\_03.xml\_13\_str | Close X |  |

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|  | pbl\_m4\_l2\_a5\_04.xml |  |
| pbl\_m4\_l2\_a5\_04.xml\_1\_str | Progress Conference |  |
| pbl\_m4\_l2\_a5\_04.xml\_2\_str | Follow Maria as she conferences with one of her student groups. |  |
| pbl\_m4\_l2\_a5\_04.xml\_3\_str | 1. |  |
| pbl\_m4\_l2\_a5\_04.xml\_4\_str | 2. |  |
| pbl\_m4\_l2\_a5\_04.xml\_5\_str | 3. |  |
| pbl\_m4\_l2\_a5\_04.xml\_6\_str | Open the <b>Conference Form</b> Maria and her students are using before you start the conference. |  |
| pbl\_m4\_l2\_a5\_04.xml\_7\_str | Click <b>Maria</b> to follow the student conference. |  |
| pbl\_m4\_l2\_a5\_04.xml\_8\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a5\_04.xml\_9\_str | You can drag the arrow to control the conversation |  |
| pbl\_m4\_l2\_a5\_04.xml\_10\_str | Headphones/Speakers on! |  |
| pbl\_m4\_l2\_a5\_04.xml\_11\_str | Click Button |  |
| pbl\_m4\_l2\_a5\_04.xml\_12\_str | How is your group progressing this week? Let’s look at your project checklist.<br><br>I see you have completed many items for your presentation since our last meeting. If you can finish your graph today, your group is right on schedule. |  |
| pbl\_m4\_l2\_a5\_04.xml\_13\_str | We’re not sure how to add our caption to the graph. Once we figure that out, we are ready to move on to writing about our experimental process. |  |
| pbl\_m4\_l2\_a5\_04.xml\_14\_str | We also need to make sure our graph is correct. |  |
| pbl\_m4\_l2\_a5\_04.xml\_15\_str | OK. Show me your graph.<br><br>Tell me, Janeka, why aren’t you sure about the graph? |  |
| pbl\_m4\_l2\_a5\_04.xml\_16\_str | The temperature stops increasing right here, which seems wrong, but my group says it’s correct. |  |
| pbl\_m4\_l2\_a5\_04.xml\_17\_str | How could you all come to agreement on this? |  |
| pbl\_m4\_l2\_a5\_04.xml\_18\_str | We recorded our oven’s change in temperature every 5 minutes and the graph is showing what we recorded. |  |
| pbl\_m4\_l2\_a5\_04.xml\_19\_str | I don’t think you input the numbers correctly. |  |
| pbl\_m4\_l2\_a5\_04.xml\_20\_str | Chris, can you compare your group’s recorded notes to the numbers in the spreadsheet again? |  |
| pbl\_m4\_l2\_a5\_04.xml\_21\_str | They are the same. |  |
| pbl\_m4\_l2\_a5\_04.xml\_22\_str | I think the temperature stopped increasing right then because the clouds came overhead. Remember? |  |
| pbl\_m4\_l2\_a5\_04.xml\_23\_str | Oh, you’re right! That makes sense. We should probably say something about that in our caption. |  |
| pbl\_m4\_l2\_a5\_04.xml\_24\_str | Good idea. Others reading your graph might think the same thing as Janeka if you don’t mention the cloud cover. Can your group revise your caption to include explanations for any anomalies you see? Also, read the tutorial on inserting captions in spreadsheets so you can finish that up today. Nice work. We’ll meet again next Tuesday to see how you’re progressing. |  |
| pbl\_m4\_l2\_a5\_04.xml\_25\_str | Close |  |

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|  | pbl\_m4\_l2\_a5\_05.xml |  |
| pbl\_m4\_l2\_a5\_05.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l2\_a5\_05.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l2\_a5\_05.xml\_3\_str |  |  |
| pbl\_m4\_l2\_a5\_05.xml\_4\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a5\_05.xml\_5\_str | 1.<br><br><br><br>2. |  |
| pbl\_m4\_l2\_a5\_05.xml\_6\_str | How do you think the teacher conference went? Did it give you ideas for your conferences with students?<br><br><b>Note</b> ideas about any strategies you want to use in your classroom in <i>Module 4, Lesson 2, Activity 5</i> of your Action Plan. |  |
| pbl\_m4\_l2\_a5\_05.xml\_7\_str | Assessment Method |  |
| pbl\_m4\_l2\_a5\_05.xml\_8\_str | Instrument |  |
| pbl\_m4\_l2\_a5\_05.xml\_9\_str | Close |  |

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|  | pbl\_m4\_l2\_a6\_01.xml |  |
| pbl\_m4\_l2\_a6\_01.xml\_1\_str | Technology Management |  |
| pbl\_m4\_l2\_a6\_01.xml\_2\_str | Strategies for managing technology include:<li>Familiarizing yourself with technology resources before using them with students</li><li>Planning alternate activities in case technology resources are unavailable</li><li>Training a group of students in basic computing skills, troubleshooting, and application use so they can serve as "experts" for peers</li> |  |
| pbl\_m4\_l2\_a6\_01.xml\_3\_str |  |  |
| pbl\_m4\_l2\_a6\_01.xml\_4\_str | Click the <b>computer</b> for specific strategies to use if you have only one or a few computers in your classroom. |  |
| pbl\_m4\_l2\_a6\_01.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a6\_01.xml\_6\_str | 1. |  |
| pbl\_m4\_l2\_a6\_01.xml\_7\_str | 2. |  |
| pbl\_m4\_l2\_a6\_01.xml\_8\_str | At the computer center:<li>Post clear directions</li><li>Assign one group at a time</li><li>Create templates</li><li>Keep accurate scheduling records</li><li>Encourage headphone use to avoid distractions</li> |  |
| pbl\_m4\_l2\_a6\_01.xml\_9\_str | Close |  |

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|  | pbl\_m4\_l2\_a6\_02.xml |  |
| pbl\_m4\_l2\_a6\_02.xml\_1\_str | Student File Management |  |
| pbl\_m4\_l2\_a6\_02.xml\_2\_str | Establish a method for saving student files before the project begins.<br><br>If you have limited access to technology, use paper folders for printed portfolio items.<br><br>Access to technology greatly expands your file management possibilities. Individuals or groups can save work to:<li>Specific folders set up on the computer</li><li>Group or class wiki spaces</li><li>Online collaborative sites</li> |  |
| pbl\_m4\_l2\_a6\_02.xml\_3\_str |  |  |
| pbl\_m4\_l2\_a6\_02.xml\_4\_str | Click each <b>file management</b> option for more information. |  |
| pbl\_m4\_l2\_a6\_02.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a6\_02.xml\_6\_str | 1. |  |
| pbl\_m4\_l2\_a6\_02.xml\_7\_str | 2. |  |
| pbl\_m4\_l2\_a6\_02.xml\_8\_str | Portfolio Folders |  |
| pbl\_m4\_l2\_a6\_02.xml\_9\_str | Create portfolio folders for each group to help students practice organizing and managing their work during a project. Students should be responsible for updating their folders.<br><br>Portfolio folders generally include subfolders of the project’s main components. For example:<li>Project Plan</li><li>Individual folder for each group member</li> â€¢ Reflections<br> â€¢ Progress log<li>Research</li><li>Investigations</li><li>Drafts</li><li>Final</li><br>Groups can determine the pieces each member is responsible for completing and add their names to the project plan, making it easier for the teacher to monitor group and individual contributions. |  |
| pbl\_m4\_l2\_a6\_02.xml\_10\_str | Wiki |  |
| pbl\_m4\_l2\_a6\_02.xml\_11\_str | Using a wiki provides students and teachers with one place to find all project work. Teachers can organize the whole project on the wiki ahead of time. Storing work is flexible because students and teachers can:<li>Upload and retrieve work anywhere they have Internet access</li><li>Find and restore previous versions of work if necessary</li><li>Easily contribute to the site at different times or from different locations</li><br>For more information, read <a href="resources/wikis.pdf" target="\_blank"><u>Wikis</u></a>. |  |
| pbl\_m4\_l2\_a6\_02.xml\_12\_str | Online Collaborative |  |
| pbl\_m4\_l2\_a6\_02.xml\_13\_str | Like wikis, online collaborative sites allow students to create or upload documents, spreadsheets, and presentations to the Web where they can then be edited. Privacy options allow only invited members to contribute or view the site.<br><br>If you use a computer lab, this method is beneficial because group members can work at different computers and contribute at the same time. A one-computer classroom could also use an online collaborative site to store group work, allowing individuals or pairs to add, modify, or edit the work.<br><br>For more information, read <a href="resources/online\_collaborative\_web\_sites.pdf" target="\_blank"><u>Online Collaborative Web sites</u></a>. |  |
| pbl\_m4\_l2\_a6\_02.xml\_14\_str | Computer Storage |  |
| pbl\_m4\_l2\_a6\_02.xml\_15\_str | When students store work on a network or individual computer, give students specific directory structures to save their files. This allows you and your students to store and retrieve saved work in a logical and efficient manner.<br><br>The top level folder should be the student or group names with subfolders outlining the main topics of the project, similar to the portfolio folder structure.<br>For instance: |  |
| pbl\_m4\_l2\_a6\_02.xml\_16\_str | Close |  |

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|  | pbl\_m4\_l2\_a6\_03.xml |  |
| pbl\_m4\_l2\_a6\_03.xml\_1\_str | Materials Management |  |
| pbl\_m4\_l2\_a6\_03.xml\_2\_str | Materials usually require preparation or training. They should be preselected to increase student learning. Answer the following questions when selecting materials.<br><br>Will using this material:<li>Increase the efficiency of project tasks?</li><li>Increase the information available to students?</li><li>Allow students to investigate critical concepts or principles more thoroughly, meaningfully, or realistically?</li><br>After you select material, train students to use it properly and productively. |  |
| pbl\_m4\_l2\_a6\_03.xml\_3\_str |  |  |
| pbl\_m4\_l2\_a6\_03.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a6\_03.xml\_5\_str | 1. |  |
| pbl\_m4\_l2\_a6\_03.xml\_6\_str | 2. |  |
| pbl\_m4\_l2\_a6\_03.xml\_7\_str | Close |  |

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|  | pbl\_m4\_l2\_a6\_04.xml |  |
| pbl\_m4\_l2\_a6\_04.xml\_1\_str | External Resources |  |
| pbl\_m4\_l2\_a6\_04.xml\_2\_str | Field trips and guest experts provide opportunities for students to interact with the community and bring richness to project work.<br><br>Plans for external resources include:<li>Field trip dates and logistics</li><li>Guest contributions and roles</li><li>Extra help needs from mentors, student aides, resource staff, library/media specialists, parents, and others</li> |  |
| pbl\_m4\_l2\_a6\_04.xml\_3\_str | Roll over the picture title to follow Maria’s thinking as she planned for using external resources. |  |
| pbl\_m4\_l2\_a6\_04.xml\_4\_str | Click the <b>Next</b> button on the filmstrip to move to the next picture. |  |
| pbl\_m4\_l2\_a6\_04.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l2\_a6\_04.xml\_6\_str | 1. |  |
| pbl\_m4\_l2\_a6\_04.xml\_7\_str | 2. |  |
| pbl\_m4\_l2\_a6\_04.xml\_8\_str | 3. |  |
| pbl\_m4\_l2\_a6\_04.xml\_9\_str | group\_name\_1 |  |
| pbl\_m4\_l2\_a6\_04.xml\_10\_str | group\_name\_2 |  |
| pbl\_m4\_l2\_a6\_04.xml\_11\_str | group\_name\_3 |  |
| pbl\_m4\_l2\_a6\_04.xml\_12\_str | group\_name\_4 |  |
| pbl\_m4\_l2\_a6\_04.xml\_13\_str | Your Turn |  |
| pbl\_m4\_l2\_a6\_04.xml\_14\_str |  |  |
| pbl\_m4\_l2\_a6\_04.xml\_15\_str | Next |  |
| pbl\_m4\_l2\_a6\_04.xml\_16\_str | Back |  |
| pbl\_m4\_l2\_a6\_04.xml\_17\_str | screen\_audio\_step\_on.swf |  |
| pbl\_m4\_l2\_a6\_04.xml\_18\_str | Image 1 |  |
| pbl\_m4\_l2\_a6\_04.xml\_19\_str | Field Trip |  |
| pbl\_m4\_l2\_a6\_04.xml\_20\_str | "I like to get input from students about places in the community we might want to visit related to a project.<br><br>After conducting research, students decided that visiting a solar panel manufacturing plant would help them better understand how the sun’s energy is converted to power we can use." |  |
| pbl\_m4\_l2\_a6\_04.xml\_21\_str | Guest Speaker |  |
| pbl\_m4\_l2\_a6\_04.xml\_22\_str | "At the beginning of the project, I ask students how we can involve our community in the project. After brainstorming as a class, we decided to invite an engineer to help students understand the design process.<br><br>Groups of students generated questions and then we made a class list to send along before the engineer arrived. I included a summary of our project and some key points I wanted addressed based on my assessment of student needs." |  |
| pbl\_m4\_l2\_a6\_04.xml\_23\_str | Volunteers |  |
| pbl\_m4\_l2\_a6\_04.xml\_24\_str | "Volunteers often help in the classroom. For this project, I used volunteers and mentors to help students build their cookers, take groups outside to test their designs, accompany us on the field trip, gather resources, and help groups as necessary.<br><br>I involve students in deciding how we use our volunteers. Students note help they need in their project plans. I then help coordinate how the volunteers are used." |  |
| pbl\_m4\_l2\_a6\_04.xml\_25\_str | Web conference |  |
| pbl\_m4\_l2\_a6\_04.xml\_26\_str | "We conducted several Web conferences with students from other classrooms to help us gather data and ideas.<br><br>Our school technology coordinator helped me consider the technology for the project, troubleshoot problems, and offered ideas I might not have thought about using." |  |

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|  | pbl\_m4\_l2\_a6\_04b.xml |  |
| pbl\_m4\_l2\_a6\_04b.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l2\_a6\_04b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l2\_a6\_04b.xml\_3\_str |  |  |
| pbl\_m4\_l2\_a6\_04b.xml\_4\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 3</b>. |  |
| pbl\_m4\_l2\_a6\_04b.xml\_5\_str | Record ideas about any strategies you want to use in your classroom in <i>Module 4, Lesson 2, Activity 6</i> of your Action Plan. |  |
| pbl\_m4\_l2\_a6\_04b.xml\_6\_str | Assessment Method |  |
| pbl\_m4\_l2\_a6\_04b.xml\_7\_str | Instrument |  |
| pbl\_m4\_l2\_a6\_04b.xml\_8\_str | Close |  |

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|  | pbl\_m4\_l3\_a1\_01.xml |  |
| pbl\_m4\_l3\_a1\_01.xml\_1\_str | Maria’s Implementation Plan |  |
| pbl\_m4\_l3\_a1\_01.xml\_2\_str | The next step in managing a project is planning the detailed day-to-day tasks and activities as outlined in the project timeline. |  |
| pbl\_m4\_l3\_a1\_01.xml\_3\_str |  |  |
| pbl\_m4\_l3\_a1\_01.xml\_4\_str | Open <b>Maria’s Implementation Plan</b> to review how she planned the details of her project. |  |
| pbl\_m4\_l3\_a1\_01.xml\_5\_str | If desired, open the other <b>Sample Implementation Plan</b> to get more ideas. |  |
| pbl\_m4\_l3\_a1\_01.xml\_6\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l3\_a1\_01.xml\_7\_str | 1. |  |
| pbl\_m4\_l3\_a1\_01.xml\_8\_str | 2. |  |
| pbl\_m4\_l3\_a1\_01.xml\_9\_str | 3. |  |
| pbl\_m4\_l3\_a1\_01.xml\_10\_str | Close |  |

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|  | pbl\_m4\_l3\_a1\_02.xml |  |
| pbl\_m4\_l3\_a1\_02.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l3\_a1\_02.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l3\_a1\_02.xml\_3\_str |  |  |
| pbl\_m4\_l3\_a1\_02.xml\_4\_str | 1. Open the <b>Implementation Plan Template.</b><br><br>2. Open your Action Plan document and complete the Your Turn.<br><br>3. Remember to update your Action Plan checklist.<br><br>4. When you are finished, click <b>Next</b> to continue to <b>Lesson 4</b>. |  |
| pbl\_m4\_l3\_a1\_02.xml\_5\_str | 1.<br><br><br>2.<br><br><br><br><br><br><br>3. |  |
| pbl\_m4\_l3\_a1\_02.xml\_6\_str | Consider an implementation plan format for your own implementation plan.<br><br>Plan specific strategies for at least one of the management categories:<li>Communicating about the project</li><li>Timing and transitions</li><li>Fostering Collaboration</li><li>Managing Resources</li><br>Optional: Draft an implementation plan. |  |
| pbl\_m4\_l3\_a1\_02.xml\_7\_str | Assessment Method |  |
| pbl\_m4\_l3\_a1\_02.xml\_8\_str | Instrument |  |
| pbl\_m4\_l3\_a1\_02.xml\_9\_str | Close |  |

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| --- | --- | --- |
|  | pbl\_m4\_l4\_a1\_01.xml |  |
| pbl\_m4\_l4\_a1\_01.xml\_1\_str | Your Turn |  |
| pbl\_m4\_l4\_a1\_01.xml\_2\_str | Action Plan Activity |  |
| pbl\_m4\_l4\_a1\_01.xml\_3\_str |  |  |
| pbl\_m4\_l4\_a1\_01.xml\_4\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. You may want to open <b>Abe's Action Plan</b> to see how<br> he's progressing.<br><br>4. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m4\_l4\_a1\_01.xml\_5\_str | 1.<br><br><br>2.<br><br><br><br><br><br><br>3. |  |
| pbl\_m4\_l4\_a1\_01.xml\_6\_str | Reflect on your learning in this module. In Module 4, Lesson 4, Activity 1 of your Action Plan, note any of the project management ideas that you would like to put more time and attention into to improve your project-based approaches in your classroom. |  |
| pbl\_m4\_l4\_a1\_01.xml\_7\_str | Abe’s Action Plan |  |
| pbl\_m4\_l4\_a1\_01.xml\_8\_str | Close |  |

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| --- | --- | --- |
|  | pbl\_m4\_l4\_a1\_01b.xml |  |
| pbl\_m4\_l4\_a1\_01b.xml\_1\_str | Summary |  |
| pbl\_m4\_l4\_a1\_01b.xml\_2\_str | In this module, you explored how to manage a project. <br><br>Activities included:<li>Learning how to encourage students to be successful self-managers</li><li>Using a project timeline and implementation plan to organize projects</li><li>Thinking about types of scaffolding to provide for students</li><li>Considering management strategies</li><li>Reviewing resources to adapt for your own use</li> |  |
| pbl\_m4\_l4\_a1\_01b.xml\_3\_str | Click <b>Next</b> to check your understanding by answering the following five questions. |  |
| pbl\_m4\_l4\_a1\_01b.xml\_4\_str | Your Turn |  |
| pbl\_m4\_l4\_a1\_01b.xml\_5\_str | Refer to <i>Module 4, Lesson 1, Activity 1</i> of your Action Plan, where you recorded your questions for planning and managing a project.<br><br>Think about your learning in this module and write answers to your questions in <i>Module 4, Lesson 4, Activity 1</i> of your Action Plan. |  |
| pbl\_m4\_l4\_a1\_01b.xml\_6\_str | Record how you can go about finding answers for any remaining questions you have about managing projects. |  |
| pbl\_m4\_l4\_a1\_01b.xml\_7\_str | 1. |  |
| pbl\_m4\_l4\_a1\_01b.xml\_8\_str | 2. |  |
| pbl\_m4\_l4\_a1\_01b.xml\_9\_str | Headphones/Speakers on! |  |

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|  | pbl\_m4\_l4\_a2\_01.xml |  |
| pbl\_m4\_l4\_a2\_01.xml\_1\_str | Module Quiz - Question 1 |  |
| pbl\_m4\_l4\_a2\_01.xml\_2\_str | Check your understanding by answering the following 5 questions. |  |
| pbl\_m4\_l4\_a2\_01.xml\_3\_str | A project timeline is used for which of the following activities? |  |
| pbl\_m4\_l4\_a2\_01.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m4\_l4\_a2\_01.xml\_5\_str | Outline a project’s milestones and key activities |  |
| pbl\_m4\_l4\_a2\_01.xml\_6\_str | Plan the details of a project |  |
| pbl\_m4\_l4\_a2\_01.xml\_7\_str | Keep track of student progress |  |
| pbl\_m4\_l4\_a2\_01.xml\_8\_str | <b>Correct</b>. The first step in managing a project is to map the milestones and key activities that you and your students are responsible for completing.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_01.xml\_9\_str | <b>Incorrect</b>. Use an implementation plan, not a project timeline, to plan the details after you map the milestones and key activities that you and your students are responsible for completing.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_01.xml\_10\_str | <b>Incorrect</b>. Use a project timeline to map the milestones and key activities that you and your students are responsible for completing.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_01.xml\_11\_str |  |  |
| pbl\_m4\_l4\_a2\_01.xml\_12\_str | SUBMIT |  |
| pbl\_m4\_l4\_a2\_01.xml\_13\_str | RETRY |  |
| pbl\_m4\_l4\_a2\_01.xml\_14\_str | Transcript text goes here. |  |

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| --- | --- | --- |
|  | pbl\_m4\_l4\_a2\_02.xml |  |
| pbl\_m4\_l4\_a2\_02.xml\_1\_str | Module Quiz - Question 2 |  |
| pbl\_m4\_l4\_a2\_02.xml\_2\_str |  |  |
| pbl\_m4\_l4\_a2\_02.xml\_3\_str | What is the first task you should do in order to help ensure all students in a poor performing group succeed? |  |
| pbl\_m4\_l4\_a2\_02.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m4\_l4\_a2\_02.xml\_5\_str | Sit down with the group and help the group resolve the issues |  |
| pbl\_m4\_l4\_a2\_02.xml\_6\_str | Place students in new groups |  |
| pbl\_m4\_l4\_a2\_02.xml\_7\_str | Split the group and have students work individually |  |
| pbl\_m4\_l4\_a2\_02.xml\_8\_str | <b>Correct</b>. You need to help students learn collaboration, time management, and organization skills. You need to be patient and provide guidance as students practice these new skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_02.xml\_9\_str | <b>Incorrect</b>. Only resort to rearranging students after you have tried working with the group to resolve issues. Splitting the group might help the current project, but the same problem will probably arise with the next project. Your goal is to help students learn collaboration and self-management skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_02.xml\_10\_str | <b>Incorrect</b>. Splitting the group might help the current project, but the same problem will probably arise with the next project. Remember, your goal is to help students learn collaboration and self-management skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_02.xml\_11\_str | <b>Correct</b>.You need to help students learn collaboration, time management, and organization skills. You need to be patient and provide guidance as students practice these new skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_02.xml\_12\_str | <b>Incorrect</b>. Only resort to rearranging students after you have tried working with the group to resolve issues. and Incorrect. Splitting the group might help the current project, but the same problem will probably arise with the next project. Your goal is to help students learn collaboration and self-management skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_02.xml\_13\_str | <b>That’s not quite right</b>. Use an implementation plan, not a project timeline, to plan the details after you map the milestones and key activities that you and your students are responsible for completing.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_02.xml\_14\_str | SUBMIT |  |

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|  | pbl\_m4\_l4\_a2\_03.xml |  |
| pbl\_m4\_l4\_a2\_03.xml\_1\_str | Module Quiz - Question 3 |  |
| pbl\_m4\_l4\_a2\_03.xml\_2\_str |  |  |
| pbl\_m4\_l4\_a2\_03.xml\_3\_str | When would students benefit most from a teacher led activity? |  |
| pbl\_m4\_l4\_a2\_03.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m4\_l4\_a2\_03.xml\_5\_str | When they are exploring necessary content |  |
| pbl\_m4\_l4\_a2\_03.xml\_6\_str | When they are facing difficulty |  |
| pbl\_m4\_l4\_a2\_03.xml\_7\_str | When the project scenario is introduced |  |
| pbl\_m4\_l4\_a2\_03.xml\_8\_str | <b>Incorrect</b>. Teachers could instruct the whole group in necessary content, but allowing students to explore these concepts in groups helps them learn from each other and provides opportunities for differentiation. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_03.xml\_9\_str | <b>Incorrect</b>. Students need to learn how to self-manage, collaborate, and find solutions to their own problems. Allowing students to struggle, become frustrated, and persevere through challenges helps them be successful in the long run.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_03.xml\_10\_str | <b>Correct</b>. Introducing the project scenario sets the stage for the entire project. It allows the teacher to pose the Essential Question, motivate and engage students, gather student input, answer questions, and set up project roles.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_03.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m4\_l4\_a2\_04.xml |  |
| pbl\_m4\_l4\_a2\_04.xml\_1\_str | Module Quiz - Question 4 |  |
| pbl\_m4\_l4\_a2\_04.xml\_2\_str |  |  |
| pbl\_m4\_l4\_a2\_04.xml\_3\_str | Identify the best way to keep track of group progress during the project. |  |
| pbl\_m4\_l4\_a2\_04.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m4\_l4\_a2\_04.xml\_5\_str | Hold frequent conferences, class report-outs, and daily reflections |  |
| pbl\_m4\_l4\_a2\_04.xml\_6\_str | Review and grade student work frequently throughout the project |  |
| pbl\_m4\_l4\_a2\_04.xml\_7\_str | Ask students to present their work to the class frequently |  |
| pbl\_m4\_l4\_a2\_04.xml\_8\_str | <b>Correct</b>. Checking in with groups frequently allows you to monitor progress and group dynamics as well as discuss issues and challenges. Making group progress public keeps groups accountable and places more responsibility on the individual members to make sure they are contributing. Reviewing daily reflections offers you the opportunity to provide feedback to individuals as needed.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_04.xml\_9\_str | <b>Not quite</b>. Reviewing student work and providing feedback is important, but when working with groups, knowing which students actually completed the work may be difficult. Monitoring group processes provides you with a much clearer picture of individual contributions, and providing rubrics to students allows them to judge the quality of their work.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_04.xml\_10\_str | <b>Incorrect</b>. Presenting work to the class throughout a project takes up valuable time. Short report-outs on progress are a good use of time. Presenting should be a culminating experience after small group, peer, and teacher feedback.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_04.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m4\_l4\_a2\_05.xml |  |
| pbl\_m4\_l4\_a2\_05.xml\_1\_str | Module Quiz â€“ Question 5 |  |
| pbl\_m4\_l4\_a2\_05.xml\_2\_str |  |  |
| pbl\_m4\_l4\_a2\_05.xml\_3\_str | Categorize the following tasks into either teacher or student responsibilities. |  |
| pbl\_m4\_l4\_a2\_05.xml\_4\_str | Drag a task to its appropriate column. When you are finished, click <b>Submit</b>. |  |
| pbl\_m4\_l4\_a2\_05.xml\_5\_str | Teacher Responsibility |  |
| pbl\_m4\_l4\_a2\_05.xml\_6\_str | Student Responsibility |  |
| pbl\_m4\_l4\_a2\_05.xml\_7\_str | Adjusting instruction |  |
| pbl\_m4\_l4\_a2\_05.xml\_8\_str | Gauging student needs |  |
| pbl\_m4\_l4\_a2\_05.xml\_9\_str | Planning project milestones |  |
| pbl\_m4\_l4\_a2\_05.xml\_10\_str | Monitoring group processes |  |
| pbl\_m4\_l4\_a2\_05.xml\_11\_str | Setting expectations and responsibilities |  |
| pbl\_m4\_l4\_a2\_05.xml\_12\_str | Managing work folders |  |
| pbl\_m4\_l4\_a2\_05.xml\_13\_str | Monitoring daily progress |  |
| pbl\_m4\_l4\_a2\_05.xml\_14\_str | Asking for feedback |  |
| pbl\_m4\_l4\_a2\_05.xml\_15\_str | Checking work against assessments |  |
| pbl\_m4\_l4\_a2\_05.xml\_16\_str | Completing project plans |  |
| pbl\_m4\_l4\_a2\_05.xml\_17\_str | SUBMIT |  |
| pbl\_m4\_l4\_a2\_05.xml\_18\_str | <b>Correct</b>. Teachers need to provide as many opportunities as possible for students to take responsibility for their learning.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_05.xml\_19\_str | <b>Incorrect</b>. The correct matches are shown. Teachers need to provide as many opportunities as possible for students to take responsibility for their learning. When you plan your project, think about shifting as much responsibility to your students as possible and be prepared to facilitate students toward success.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m4\_l4\_a2\_05.xml\_20\_str | <b>Not quite</b>. The correct matches are shown. Teachers need to provide as many opportunities as possible for students to take responsibility for their learning. When you plan your project, think about shifting as much responsibility to your students as possible and be prepared to facilitate students toward success.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |

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|  | pbl\_m4\_l4\_a3\_01.xml |  |
| pbl\_m4\_l4\_a3\_01.xml\_1\_str | Your Assessment Results |  |
| pbl\_m4\_l4\_a3\_01.xml\_2\_str | You scored XX% on the Module 4 quiz.<br><br>This is the end of Module 4. You have completed $ out of # Action Plan items.<br><br>If the number of Action Plan items completed above is not correct, view the Action Plan checklist to update for Module 4.<br><br>You have completed Module 4. Continue now to <b>Module 5: Guiding Learning</b>, to learn how to promote 21st century learning. |  |
| pbl\_m4\_l4\_a3\_01.xml\_3\_str |  |  |
| pbl\_m4\_l4\_a3\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m4\_l4\_a3\_01.xml\_5\_str |  |  |

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|  | pbl\_m5\_l0\_00\_01.xml |  |
| pbl\_m5\_l0\_00\_01.xml\_1\_str | Module 5: Guiding Learning |  |
| pbl\_m5\_l0\_00\_01.xml\_2\_str | When students work on projects, they actively engage in a variety of activities, such as planning, collecting and analyzing data, researching, and creating products and performances. In this project work, teachers guide student learning by embedding instructional activities such as questioning, modeling skills, and promoting reflection. |  |
| pbl\_m5\_l0\_00\_01.xml\_3\_str | 1. Roll over <b>each lesson title</b> to read the lesson objective.<br><br>2. When you are finished, click <b>Next</b> to continue to <b>Lesson 1</b>. |  |
| pbl\_m5\_l0\_00\_01.xml\_4\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l0\_00\_01.xml\_5\_str | Lesson 1: Questioning in Project-Based Classrooms |  |
| pbl\_m5\_l0\_00\_01.xml\_6\_str | Learn ways to use questioning to advance student learning. |  |
| pbl\_m5\_l0\_00\_01.xml\_7\_str | Lesson 2: Collaboration and Self-Direction |  |
| pbl\_m5\_l0\_00\_01.xml\_8\_str | Learn how to enhance students’ collaboration and self-direction skills. |  |
| pbl\_m5\_l0\_00\_01.xml\_9\_str | Lesson 3: Information Literacy |  |
| pbl\_m5\_l0\_00\_01.xml\_10\_str | Select information literacy skills to emphasize during a project. |  |
| pbl\_m5\_l0\_00\_01.xml\_11\_str | Lesson 4: Student Reflection |  |
| pbl\_m5\_l0\_00\_01.xml\_12\_str | Explore ways to teach students reflection skills. |  |
| pbl\_m5\_l0\_00\_01.xml\_13\_str | Lesson 5: Module Review |  |
| pbl\_m5\_l0\_00\_01.xml\_14\_str | Review the module and reflect on your learning. |  |

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|  | pbl\_m5\_l1\_a1\_01.xml |  |
| pbl\_m5\_l1\_a1\_01.xml\_1\_str | Questioning |  |
| pbl\_m5\_l1\_a1\_01.xml\_2\_str | Questions play a pivotal role in project-based classrooms because they drive student inquiry and self-direction. In Module 2, you learned about Curriculum-Framing Questions. Teachers create open-ended questions with a variety of possible, correct answers, such as Essential and Unit questions, to frame learning experiences and guide discussions.<br><br>Teachers also ask impromptu probing questions to push students to deeper and more careful thinking. |  |
| pbl\_m5\_l1\_a1\_01.xml\_3\_str | To begin, find out what you already know about project-based learning and what you would like to learn. |  |
| pbl\_m5\_l1\_a1\_01.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a1\_01.xml\_5\_str | Close X |  |

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|  | pbl\_m5\_l1\_a1\_02.xml |  |
| pbl\_m5\_l1\_a1\_02.xml\_1\_str | Questioning Dialogue |  |
| pbl\_m5\_l1\_a1\_02.xml\_2\_str | A small-group discussion is an excellent way for teachers to pose open-ended questions that prompt students to critical and original thinking.<br><br>Let's follow Maria's interactions with a small group as they discuss energy. |  |
| pbl\_m5\_l1\_a1\_02.xml\_3\_str | Click the <b>group photo</b> to follow a teacher-guided discussion. |  |
| pbl\_m5\_l1\_a1\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a1\_02.xml\_5\_str | 1. |  |
| pbl\_m5\_l1\_a1\_02.xml\_6\_str | 2. |  |
| pbl\_m5\_l1\_a1\_02.xml\_7\_str | You can drag the arrow to control the conversation |  |
| pbl\_m5\_l1\_a1\_02.xml\_8\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l1\_a1\_02.xml\_9\_str | Click Button |  |
| pbl\_m5\_l1\_a1\_02.xml\_10\_str | What have we discussed about sources of energy? |  |
| pbl\_m5\_l1\_a1\_02.xml\_11\_str | You can get energy from oil, but you can also get it from the sun, wind, and water. |  |
| pbl\_m5\_l1\_a1\_02.xml\_12\_str | What have you and your family done recently to save energy? |  |
| pbl\_m5\_l1\_a1\_02.xml\_13\_str | My mom carpools to work now. |  |
| pbl\_m5\_l1\_a1\_02.xml\_14\_str | We canceled our vacation to the ocean last summer because of gas prices. |  |
| pbl\_m5\_l1\_a1\_02.xml\_15\_str | Ok, so think about this: What would your life be like without gasoline? |  |
| pbl\_m5\_l1\_a1\_02.xml\_16\_str | Well, we’d all be using our bicycles a lot more. |  |
| pbl\_m5\_l1\_a1\_02.xml\_17\_str | Maybe we would drive around in solar cars! |  |
| pbl\_m5\_l1\_a1\_02.xml\_18\_str | Close |  |

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|  | pbl\_m5\_l1\_a1\_03.xml |  |
| pbl\_m5\_l1\_a1\_03.xml\_1\_str | Question Purposes |  |
| pbl\_m5\_l1\_a1\_03.xml\_2\_str | Maria used questions to guide her students’ thinking on energy. Questions are used for different purposes.<br><br><b>Questions for Different Purposes</b> |  |
| pbl\_m5\_l1\_a1\_03.xml\_3\_str | Roll over the <b>purposes for questions</b> to see some examples. |  |
| pbl\_m5\_l1\_a1\_03.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a1\_03.xml\_5\_str | 1. |  |
| pbl\_m5\_l1\_a1\_03.xml\_6\_str | 2. |  |
| pbl\_m5\_l1\_a1\_03.xml\_7\_str | <li>Motivate and engage students’ curiosity and interests</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_8\_str | Motivate and engage students’ curiosity and interests |  |
| pbl\_m5\_l1\_a1\_03.xml\_9\_str | <li>How would you cook a meal without electricity or fire?</li><li>What would you give up if you had to cut down on electricity use at your house?</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_10\_str | <li>Determine student knowledge and understanding</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_11\_str | Determine student knowledge and understanding |  |
| pbl\_m5\_l1\_a1\_03.xml\_12\_str | <li>What are the characteristics of a good insulator?</li><li>What are three types of heat transfer?</li><li>Since we have learned that . . ., now what do you think . . .?</li><li>What do you mean by that?</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_13\_str | <li>Prompt observation and description of phenomena</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_14\_str | Prompt observation and description of phenomena |  |
| pbl\_m5\_l1\_a1\_03.xml\_15\_str | <li>What do you notice aboutâ€¦?</li><li>Can you see a difference (or similarity) betweenâ€¦?</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_16\_str | <li>Encourage reflection and metacognition</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_17\_str | Encourage reflection and metacognition |  |
| pbl\_m5\_l1\_a1\_03.xml\_18\_str | <li>What strategies did you use to solve this problem?</li><li>What did you learn?</li><li>What would you have done differently?</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_19\_str | <li>Promote critical thinking and problem solving</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_20\_str | Promote critical thinking and problem solving |  |
| pbl\_m5\_l1\_a1\_03.xml\_21\_str | <li>What kind of information would you need to solve that problem? Where would you find it?</li><li>What is the evidence for your opinion?</li><li>Can you look at the problem from a different perspective?</li><li>Which option would save more energy and why?</li><li>Using your data, which features are best for your design and why?</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_22\_str | <li>Encourage creativity, imagining, and hypothesizing</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_23\_str | Encourage creativity, imagining, and hypothesizing |  |
| pbl\_m5\_l1\_a1\_03.xml\_24\_str | <li>Are there some other ways you might . . .?</li><li>What if everyone . . . ?</li><li>Can you look at the problem from a different perspective?</li> |  |
| pbl\_m5\_l1\_a1\_03.xml\_25\_str | Close X |  |

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|  | pbl\_m5\_l1\_a1\_04.xml |  |
| pbl\_m5\_l1\_a1\_04.xml\_1\_str | Wait Time |  |
| pbl\_m5\_l1\_a1\_04.xml\_2\_str | Thoughtful answers to good questions take time. When students seriously think about how to respond to a high-level question, they need to collect their thoughts, access their prior knowledge, and form their answers. With enough “wait time” before responding, students learn that an answer is important and requires thinking. Research shows that waiting more than three seconds improves the quality of student responses and that the longer teachers wait for answers (Stahl, 1994), the greater the student achievement. |  |
| pbl\_m5\_l1\_a1\_04.xml\_3\_str | Click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a1\_04.xml\_4\_str | Close X |  |

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|  | pbl\_m5\_l1\_a1\_05.xml |  |
| pbl\_m5\_l1\_a1\_05.xml\_1\_str | Check Your Learning 1 |  |
| pbl\_m5\_l1\_a1\_05.xml\_2\_str | What purpose does the following question serve? |  |
| pbl\_m5\_l1\_a1\_05.xml\_3\_str | Have any of you done anything in your house to save energy? |  |
| pbl\_m5\_l1\_a1\_05.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l1\_a1\_05.xml\_5\_str | Motivate and engage students’ curiosity and interests |  |
| pbl\_m5\_l1\_a1\_05.xml\_6\_str | Promote critical thinking and problem solving |  |
| pbl\_m5\_l1\_a1\_05.xml\_7\_str | Probe student knowledge and understanding |  |
| pbl\_m5\_l1\_a1\_05.xml\_8\_str |  |  |
| pbl\_m5\_l1\_a1\_05.xml\_9\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_05.xml\_10\_str | <b>Incorrect</b>. By asking students a question that applies to their lives, the teacher is engaging students’ curiosity and interest.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_05.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m5\_l1\_a1\_06.xml |  |
| pbl\_m5\_l1\_a1\_06.xml\_1\_str | Check Your Learning 2 |  |
| pbl\_m5\_l1\_a1\_06.xml\_2\_str | What purpose does the following question serve? |  |
| pbl\_m5\_l1\_a1\_06.xml\_3\_str | What do you know about different ways to get energy? |  |
| pbl\_m5\_l1\_a1\_06.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l1\_a1\_06.xml\_5\_str | Probe student knowledge and understanding |  |
| pbl\_m5\_l1\_a1\_06.xml\_6\_str | Promote critical thinking and problem solving |  |
| pbl\_m5\_l1\_a1\_06.xml\_7\_str | Encourage reflection and metacognition |  |
| pbl\_m5\_l1\_a1\_06.xml\_8\_str | Ei eam quando virtute moderatius. |  |
| pbl\_m5\_l1\_a1\_06.xml\_9\_str | No vel iusto animal signiferumque. |  |
| pbl\_m5\_l1\_a1\_06.xml\_10\_str | Ex qui labore pertinax democritum. |  |
| pbl\_m5\_l1\_a1\_06.xml\_11\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_06.xml\_12\_str | <b>Incorrect</b>. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_06.xml\_13\_str | SUBMIT |  |

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|  | pbl\_m5\_l1\_a1\_07.xml |  |
| pbl\_m5\_l1\_a1\_07.xml\_1\_str | Check Your Learning 3 |  |
| pbl\_m5\_l1\_a1\_07.xml\_2\_str | What purpose does the following question serve? |  |
| pbl\_m5\_l1\_a1\_07.xml\_3\_str | What would your life be like without gasoline? |  |
| pbl\_m5\_l1\_a1\_07.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l1\_a1\_07.xml\_5\_str | Promote critical thinking and problem solving |  |
| pbl\_m5\_l1\_a1\_07.xml\_6\_str | Encourage reflection and metacognition |  |
| pbl\_m5\_l1\_a1\_07.xml\_7\_str | Probe student knowledge and understanding |  |
| pbl\_m5\_l1\_a1\_07.xml\_8\_str | Ei eam quando virtute moderatius. |  |
| pbl\_m5\_l1\_a1\_07.xml\_9\_str | No vel iusto animal signiferumque. |  |
| pbl\_m5\_l1\_a1\_07.xml\_10\_str | Ex qui labore pertinax democritum. |  |
| pbl\_m5\_l1\_a1\_07.xml\_11\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_07.xml\_12\_str | <b>Incorrect</b>. This question promotes higher-order thinking by asking students to imagine and hypothesize.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_07.xml\_13\_str |  |  |
| pbl\_m5\_l1\_a1\_07.xml\_14\_str | <b>Incorrect</b>. By asking students a question that applies to their lives, the teacher is engaging students’ curiosity and interest.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_07.xml\_15\_str | <b>Incorrect</b>. While students participating in project-based learning show increased attendance, improved attitudes toward school, development of complex thinking skills, no evidence exists to show that students’ study skills improve.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l1\_a1\_07.xml\_16\_str | SUBMIT |  |
| pbl\_m5\_l1\_a1\_07.xml\_17\_str | RETRY |  |
| pbl\_m5\_l1\_a1\_07.xml\_18\_str | Transcript text goes here. |  |

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|  | pbl\_m5\_l1\_a1\_08.xml |  |
| pbl\_m5\_l1\_a1\_08.xml\_1\_str | Your Turn |  |
| pbl\_m5\_l1\_a1\_08.xml\_2\_str | Action Plan Activity |  |
| pbl\_m5\_l1\_a1\_08.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a1\_08.xml\_4\_str | 1.<br><br><br>2.<br><br><br><br><br><br><br>3. |  |
| pbl\_m5\_l1\_a1\_08.xml\_5\_str | In this activity, you learned about five purposes for using questions in the classroom.<li>Motivate and engage students’ curiosity and interests</li><li>Determine student knowledge and understanding</li><li>Prompt observation and description of phenomena</li><li>Encourage reflection and metacognition</li><li>Promote critical thinking and problem solving</li><li>Encourage creativity, imagining, and hypothesizing</li><br>Review the purposes and think about how you typically use questions in your classroom. Choose purposes that interest you and write additional questions for your students in Module 5, Lesson 1, Activity 1 of your Action Plan. |  |
| pbl\_m5\_l1\_a1\_08.xml\_6\_str |  |  |

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|  | pbl\_m5\_l1\_a2\_01.xml |  |
| pbl\_m5\_l1\_a2\_01.xml\_1\_str | Types of Student Questions |  |
| pbl\_m5\_l1\_a2\_01.xml\_2\_str | The best questions in a project-based classroom are questions generated by students. Asking questions is a natural part of any authentic learning activity. Projects provide opportunities for students to ask questions of each other, experts, and themselves.<br><br><b>Student Question Types</b> |  |
| pbl\_m5\_l1\_a2\_01.xml\_3\_str | Roll over <b>each type of student question</b> above to see a definition and an example. |  |
| pbl\_m5\_l1\_a2\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a2\_01.xml\_5\_str | 1. |  |
| pbl\_m5\_l1\_a2\_01.xml\_6\_str | 2. |  |
| pbl\_m5\_l1\_a2\_01.xml\_7\_str | <li>Justification</li> |  |
| pbl\_m5\_l1\_a2\_01.xml\_8\_str | Justification |  |
| pbl\_m5\_l1\_a2\_01.xml\_9\_str | <b>Definition:</b> Asks for reasons or evidence for an opinion<br><b>Example:</b> Why do you think that’s a good idea? |  |
| pbl\_m5\_l1\_a2\_01.xml\_10\_str | <li>Information</li> |  |
| pbl\_m5\_l1\_a2\_01.xml\_11\_str | Information |  |
| pbl\_m5\_l1\_a2\_01.xml\_12\_str | <b>Definition:</b> Asks for facts <br><b>Example:</b> Did you find out how many days of sunshine they have every year in Kabul? |  |
| pbl\_m5\_l1\_a2\_01.xml\_13\_str | <li>Clarification</li> |  |
| pbl\_m5\_l1\_a2\_01.xml\_14\_str | Clarification |  |
| pbl\_m5\_l1\_a2\_01.xml\_15\_str | <b>Definition:</b> Asks to explain specific terms or ideas<br><b>Example:</b> What do you mean by "alternative energy"?<br> Does the oven have to be on a hill? |  |
| pbl\_m5\_l1\_a2\_01.xml\_16\_str | <li>Elaboration</li> |  |
| pbl\_m5\_l1\_a2\_01.xml\_17\_str | Elaboration |  |
| pbl\_m5\_l1\_a2\_01.xml\_18\_str | <b>Definition:</b> Asks for more details<br><b>Example:</b> Why did you choose those materials for your oven? |  |
| pbl\_m5\_l1\_a2\_01.xml\_19\_str | <li>Interpretation</li> |  |
| pbl\_m5\_l1\_a2\_01.xml\_20\_str | Interpretation |  |
| pbl\_m5\_l1\_a2\_01.xml\_21\_str | <b>Definition:</b> Asks for inferences based on facts<br><b>Example:</b> What do you think the people there would think about using this oven? |  |
| pbl\_m5\_l1\_a2\_01.xml\_22\_str | Close X |  |

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|  | pbl\_m5\_l1\_a2\_02.xml |  |
| pbl\_m5\_l1\_a2\_02.xml\_1\_str | Abe and Maria Discuss Questioning |  |
| pbl\_m5\_l1\_a2\_02.xml\_2\_str | Abe wants to learn more about student questioning from Maria. |  |
| pbl\_m5\_l1\_a2\_02.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m5\_l1\_a2\_02.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l1\_a2\_02.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m5\_l1\_a2\_02.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l1\_a2\_02.xml\_7\_str | Click Button |  |
| pbl\_m5\_l1\_a2\_02.xml\_8\_str | I’d really like my students to ask more questions, but they’re used to just answering my questions. |  |
| pbl\_m5\_l1\_a2\_02.xml\_9\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m5\_l1\_a2\_02.xml\_10\_str | It was unfamiliar for my students at first, too. |  |
| pbl\_m5\_l1\_a2\_02.xml\_11\_str | Click 2 Button |  |
| pbl\_m5\_l1\_a2\_02.xml\_12\_str | So, how did you change that? |  |
| pbl\_m5\_l1\_a2\_02.xml\_13\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m5\_l1\_a2\_02.xml\_14\_str | The same way I teach any process skill. I modeled it by using content related to the project. |  |
| pbl\_m5\_l1\_a2\_02.xml\_15\_str | Abe’s Targeted Standards |  |
| pbl\_m5\_l1\_a2\_02.xml\_16\_str | Students will:<li>Understand attributes such as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute</li><li>Collect data using observations, surveys, and experiments</li><li>Identify and build a three-dimensional object from two-dimensional representations of the object</li><li>Use geometric models to solve problems in other areas of mathematics, such as number and measurement</li><li>Communicate mathematical thinking coherently and clearly to peers, teachers, and others</li> |  |
| pbl\_m5\_l1\_a2\_02.xml\_17\_str | Abe’s Targeted 21st Century Skills |  |
| pbl\_m5\_l1\_a2\_02.xml\_18\_str | <li>Communication and Collaboration</li><li>Critical Thinking and Problem Solving</li><li>Leadership and Responsibility</li><li>Creativity and Innovation</li> |  |
| pbl\_m5\_l1\_a2\_02.xml\_19\_str | Close |  |

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|  | pbl\_m5\_l1\_a2\_03.xml |  |
| pbl\_m5\_l1\_a2\_03.xml\_1\_str | Questioning Modeling |  |
| pbl\_m5\_l1\_a2\_03.xml\_2\_str | Maria begins a mini-lesson asking clarification questions by modeling the skill. The modeling would be the first part of a mini-lesson about asking good questions. |  |
| pbl\_m5\_l1\_a2\_03.xml\_3\_str | 1. Click <b>Maria</b> to follow her modeling on<br> asking clarification questions.<br><br>2. Click <b>Next</b> to continue to <b>Lesson 2.</b> |  |
| pbl\_m5\_l1\_a2\_03.xml\_4\_str |  |  |
| pbl\_m5\_l1\_a2\_03.xml\_5\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l1\_a2\_03.xml\_6\_str | Click Button |  |
| pbl\_m5\_l1\_a2\_03.xml\_7\_str | I’d really like my students to ask more questions, but they’re used to just answering my questions. |  |
| pbl\_m5\_l1\_a2\_03.xml\_8\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m5\_l1\_a2\_03.xml\_9\_str | When I listen to your discussions, I am asking questions in my mind, and sometimes, I ask them out loud. For example, when I’m listening to Terry talk about his solar oven, I’m listening for things he says that I don’t quite understand. Then, I ask a clarification question. If he says his oven has to be where it gets the most sun, I want to know more. I ask him, "Does that mean your oven has to be on a hill?" |  |
| pbl\_m5\_l1\_a2\_03.xml\_10\_str | Close |  |

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|  | pbl\_m5\_l2\_a1\_01.xml |  |
| pbl\_m5\_l2\_a1\_01.xml\_1\_str | Self-Direction Mini-Lessons |  |
| pbl\_m5\_l2\_a1\_01.xml\_2\_str | Maria told Abe that she taught collaboration and self-direction using mini-lessons. The following steps work for teaching any skill. |  |
| pbl\_m5\_l2\_a1\_01.xml\_3\_str | Click the steps below to see how Maria would conduct a mini-lesson on time management. |  |
| pbl\_m5\_l2\_a1\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l2\_a1\_01.xml\_5\_str | Assess the skill as students work and re-teach as needed. |  |
| pbl\_m5\_l2\_a1\_01.xml\_6\_str | 1. |  |
| pbl\_m5\_l2\_a1\_01.xml\_7\_str | 2. |  |
| pbl\_m5\_l2\_a1\_01.xml\_8\_str | 3. |  |
| pbl\_m5\_l2\_a1\_01.xml\_9\_str | 4. |  |
| pbl\_m5\_l2\_a1\_01.xml\_10\_str | 5. |  |
| pbl\_m5\_l2\_a1\_01.xml\_11\_str | Model using the specific subskill with content related to the project. |  |
| pbl\_m5\_l2\_a1\_01.xml\_12\_str | I’m going to pretend I’m Chris and prioritize my tasks for today.<br><br>"Let’s see, I need to finish four tasks in the next three days. I want to ask Alex for feedback on our project plan but I know he is busy. The project plan is important, so I’ll talk to him right away and set up a time. I also need to work on my part of the presentation due in three days. I can do that tomorrow, but I need to sign up for computer time today. After that, I will spend the rest of my time today writing a draft of a letter to the engineer who is helping us with our oven, so my group can look at it tomorrow." |  |
| pbl\_m5\_l2\_a1\_01.xml\_13\_str | Conduct a discussion of when to use the subskill and how it can be modified for different situations. |  |
| pbl\_m5\_l2\_a1\_01.xml\_14\_str | Think about using prioritizing to manage your time.<br>Are there times outside of school when you need to prioritize?<br><br>Can you think of what else you could consider when prioritizing? </li> |  |
| pbl\_m5\_l2\_a1\_01.xml\_15\_str | Guide students in a brief application activity in which they receive feedback. |  |
| pbl\_m5\_l2\_a1\_01.xml\_16\_str | Make a list of tasks you need to finish today to prepare for<br>your next group meeting. Prioritize your list by thinking about:<li>Importance of each task</li><li>Deadlines</li><li>How long each task will take</li><li>How other people are involved in each task</li><br>Prioritize your tasks for today and ask your partner for some feedback. |  |
| pbl\_m5\_l2\_a1\_01.xml\_17\_str | Remind students throughout the project to apply the subskill. |  |
| pbl\_m5\_l2\_a1\_01.xml\_18\_str | Take a few minutes every day to plan<br>what you want to accomplish. It will save you time in the long run. |  |
| pbl\_m5\_l2\_a1\_01.xml\_19\_str | Today, I managed my time by:</li><li>Reviewing my deadlines</li><li>Planning ahead</li><li>Working with other people’s schedules</li> |  |
| pbl\_m5\_l2\_a1\_01.xml\_20\_str | Close X |  |

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|  | pbl\_m5\_l2\_a1\_02.xml |  |
| pbl\_m5\_l2\_a1\_02.xml\_1\_str | Collaboration Mini-Lesson |  |
| pbl\_m5\_l2\_a1\_02.xml\_2\_str | Now, try critiquing a mini-lesson on a collaboration subskill–active listening. |  |
| pbl\_m5\_l2\_a1\_02.xml\_3\_str | Maria is conducting a mini-lesson on active listening, a subskill of collaboration, another important skill for project work. As you follow the mini-lesson, note when she addresses each of the following steps.<br>Click the <b>teacher’s photo</b> to read the mini-lesson. |  |
| pbl\_m5\_l2\_a1\_02.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l2\_a1\_02.xml\_5\_str | Model the subskill |  |
| pbl\_m5\_l2\_a1\_02.xml\_6\_str | Discuss when and how to use and modify the subskill |  |
| pbl\_m5\_l2\_a1\_02.xml\_7\_str | Practice the subskill |  |
| pbl\_m5\_l2\_a1\_02.xml\_8\_str | Apply the subskill |  |
| pbl\_m5\_l2\_a1\_02.xml\_9\_str | 1. |  |
| pbl\_m5\_l2\_a1\_02.xml\_10\_str | 2. |  |
| pbl\_m5\_l2\_a1\_02.xml\_11\_str | 3. |  |
| pbl\_m5\_l2\_a1\_02.xml\_12\_str | 4. |  |
| pbl\_m5\_l2\_a1\_02.xml\_13\_str | I’m going to show you how to help your group by using active listening. Active listening means that when you’re not talking, you’re thinking about what others are saying and checking if you understand them before you speak. |  |
| pbl\_m5\_l2\_a1\_02.xml\_14\_str | When Alex says his idea for an oven is to put a box in the yard, I wonder what shape the box should be to absorb most heat. When Chris asks Alex where he would put the oven to get the most sun, I think of where in my yard has the most sun. |  |
| pbl\_m5\_l2\_a1\_02.xml\_15\_str | Even though they are talking, I am paying close attention to what Alex and Chris say to see if I understand. If I am not clear, I ask a question to check my understanding. I might ask Alex if he plans to change the shape of the box. |  |
| pbl\_m5\_l2\_a1\_02.xml\_16\_str | Active listening can be used in lots of situations, like when the teacher is explaining something, or when you are having a conversation with another person. That way you can think about what the person is saying and what you might say before you say something out loud. Can you think of any other times when it would be good to use active listening? |  |
| pbl\_m5\_l2\_a1\_02.xml\_17\_str | When you work in your groups today, I’d like you to practice active listening. |  |
| pbl\_m5\_l2\_a1\_02.xml\_18\_str | You can drag the arrow to control the conversation |  |
| pbl\_m5\_l2\_a1\_02.xml\_19\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l2\_a1\_02.xml\_20\_str | Close X |  |

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|  | pbl\_m5\_l2\_a1\_03.xml |  |
| pbl\_m5\_l2\_a1\_03.xml\_1\_str | Your Turn |  |
| pbl\_m5\_l2\_a1\_03.xml\_2\_str | Action Plan Activity |  |
| pbl\_m5\_l2\_a1\_03.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 3</b>. |  |
| pbl\_m5\_l2\_a1\_03.xml\_4\_str | 1.<br><br><br>2.<br><br><br><br><br>3. |  |
| pbl\_m5\_l2\_a1\_03.xml\_5\_str | Open Collaboration and Self-Direction Subskills and save to your Course Folder.<br><br>Identify one or two subskills of collaboration or self-direction that your students need to work on for your project. Describe when you would introduce these subskills with a mini lesson.<br><br>Create a mini-lesson on a collaboration or self-direction subskill for your project in Module 5, Lesson 2, Activity 1 of your Action Plan. |  |
| pbl\_m5\_l2\_a1\_03.xml\_6\_str |  |  |

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|  | pbl\_m5\_l3\_a1\_01.xml |  |
| pbl\_m5\_l3\_a1\_01.xml\_1\_str | Information Literacy Subskills |  |
| pbl\_m5\_l3\_a1\_01.xml\_2\_str | Research is an important component of many projects. Students ask questions and search for information. They think about the quality and usefulness of the information they find. And they analyze and interpret the information so it can be used to solve a problem or create a product. These <a href="asfunction:islAppRoot.launch\_glossary\_def,information literacy"><u><b>information literacy</b></u></a> skills are critical for success in projects.<br><br>The American Library Association has developed an expanded list of subskills for the following topics: |  |
| pbl\_m5\_l3\_a1\_01.xml\_3\_str | Roll over <b>the topics</b> to read the subskills |  |
| pbl\_m5\_l3\_a1\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l3\_a1\_01.xml\_5\_str | 1. |  |
| pbl\_m5\_l3\_a1\_01.xml\_6\_str |  |  |
| pbl\_m5\_l3\_a1\_01.xml\_7\_str | 2. |  |
| pbl\_m5\_l3\_a1\_01.xml\_8\_str | Close |  |
| pbl\_m5\_l3\_a1\_01.xml\_9\_str | Accessing information |  |
| pbl\_m5\_l3\_a1\_01.xml\_10\_str | Accessing information efficiently and effectively |  |
| pbl\_m5\_l3\_a1\_01.xml\_11\_str | <li>Recognizes the need for information</li><li>Recognizes that accurate and comprehensive information is the basis for intelligent decision making</li><li>Formulates questions based on information needs</li><li>Identifies a variety of potential sources of information</li><li>Develops and uses successful strategies for locating information</li> |  |
| pbl\_m5\_l3\_a1\_01.xml\_12\_str | Evaluating information |  |
| pbl\_m5\_l3\_a1\_01.xml\_13\_str | Evaluating information critically and competently |  |
| pbl\_m5\_l3\_a1\_01.xml\_14\_str | <li>Organizes information for practical application</li><li>Integrates new information into one’s own knowledge</li><li>Applies information in critical thinking and problem solving</li><li>Produces and communicates information and ideas in appropriate formats</li> |  |
| pbl\_m5\_l3\_a1\_01.xml\_15\_str | Using information |  |
| pbl\_m5\_l3\_a1\_01.xml\_16\_str | Using information accurately and creatively for the issue or problem at hand |  |
| pbl\_m5\_l3\_a1\_01.xml\_17\_str | <li>Determines accuracy, relevance, and comprehensiveness</li><li>Distinguishes among fact, point of view, and opinion</li><li>Identifies inaccurate and misleading information</li><li>Selects information appropriate to the problem or question at hand</li> |  |

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|  | pbl\_m5\_l3\_a1\_02.xml |  |
| pbl\_m5\_l3\_a1\_02.xml\_1\_str | Abe and Maria Discuss Information Literacy |  |
| pbl\_m5\_l3\_a1\_02.xml\_2\_str | Abe knows he wants his students to do research during the playground design project. He asks Maria for some help, and she shows him the list of information literacy skills and subskills. |  |
| pbl\_m5\_l3\_a1\_02.xml\_3\_str | Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m5\_l3\_a1\_02.xml\_4\_str | Click <b>Information Literacy Skills and Subskills</b> and save these lists to your Course Folder. |  |
| pbl\_m5\_l3\_a1\_02.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l3\_a1\_02.xml\_6\_str | 1. |  |
| pbl\_m5\_l3\_a1\_02.xml\_7\_str | 2. |  |
| pbl\_m5\_l3\_a1\_02.xml\_8\_str | 3. |  |
| pbl\_m5\_l3\_a1\_02.xml\_9\_str | You can drag the arrow to control the conversation. |  |
| pbl\_m5\_l3\_a1\_02.xml\_10\_str | Information Literacy Skills and Subskills |  |
| pbl\_m5\_l3\_a1\_02.xml\_11\_str | Close |  |
| pbl\_m5\_l3\_a1\_02.xml\_12\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l3\_a1\_02.xml\_13\_str | Click Button |  |
| pbl\_m5\_l3\_a1\_02.xml\_14\_str | Wow, Maria! That is quite a list. How can I possibly teach all those skills? |  |
| pbl\_m5\_l3\_a1\_02.xml\_15\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m5\_l3\_a1\_02.xml\_16\_str | Don’t worry. I select specific relevant skills. For example, in researching solar ovens, I knew that my students would find Web sites promoted by businesses. I wanted them to be able to determine the credibility and potential bias of information sources. |  |
| pbl\_m5\_l3\_a1\_02.xml\_17\_str | Click 2 Button |  |
| pbl\_m5\_l3\_a1\_02.xml\_18\_str | Yes–a good skill. |  |
| pbl\_m5\_l3\_a1\_02.xml\_19\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m5\_l3\_a1\_02.xml\_20\_str | Then, after the students did some research, I presented a mini-lesson on organizing notes and information. |  |
| pbl\_m5\_l3\_a1\_02.xml\_21\_str | How do I decide which skills to teach? |  |
| pbl\_m5\_l3\_a1\_02.xml\_22\_str | I suggest that you think about doing the project from your students’ point of view and choose a few important subskills that may help them be successful. You might also think of areas where they have been weak in past research activities. |  |
| pbl\_m5\_l3\_a1\_02.xml\_23\_str | Close X |  |

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|  | pbl\_m5\_l3\_a1\_03.xml |  |
| pbl\_m5\_l3\_a1\_03.xml\_1\_str | Student Research Journal |  |
| pbl\_m5\_l3\_a1\_03.xml\_2\_str | To give Abe an idea of what information literacy skills his students would use during his project, Maria shows him three student journals. |  |
| pbl\_m5\_l3\_a1\_03.xml\_3\_str | Click <b>each journal</b> to read the student's writing. |  |
| pbl\_m5\_l3\_a1\_03.xml\_4\_str | Roll over <b>each entry</b> to see the relevant information literacy subskills. |  |
| pbl\_m5\_l3\_a1\_03.xml\_5\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l3\_a1\_03.xml\_6\_str | Roll over the <b>entry</b> to see the relevant information literacy subskills. |  |
| pbl\_m5\_l3\_a1\_03.xml\_7\_str | 1. |  |
| pbl\_m5\_l3\_a1\_03.xml\_8\_str | 2. |  |
| pbl\_m5\_l3\_a1\_03.xml\_9\_str | 3. |  |
| pbl\_m5\_l3\_a1\_03.xml\_10\_str | Janeka's Journal |  |
| pbl\_m5\_l3\_a1\_03.xml\_11\_str |  |  |
| pbl\_m5\_l3\_a1\_03.xml\_12\_str | We started our solar cooker project. At first we talked about what we needed to find out about so we could get started. We knew a little bit but we wrote out some questions that we needed answers to. |  |
| pbl\_m5\_l3\_a1\_03.xml\_13\_str | We did research on the Internet today. We had to think about whether the Web site was trying to sell something or if they were trying to get us to think a certain way. Then we could decide if the information was good. |  |
| pbl\_m5\_l3\_a1\_03.xml\_14\_str | We took notes on the information that was related to our project. Then we used what we discovered to create our solar cooker. |  |
| pbl\_m5\_l3\_a1\_03.xml\_15\_str | <li>Formulates questions based on information needs</li><li>Recognizes the need for information</li> |  |
| pbl\_m5\_l3\_a1\_03.xml\_16\_str | <li>Distinguishes among fact, point of view, and opinion</li> |  |
| pbl\_m5\_l3\_a1\_03.xml\_17\_str | <li>Selects information appropriate to the problem or question at hand</li><li>Applies information in critical thinking and problem solving</li> |  |
| pbl\_m5\_l3\_a1\_03.xml\_18\_str | Close X |  |

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|  | pbl\_m5\_l3\_a1\_04.xml |  |
| pbl\_m5\_l3\_a1\_04.xml\_1\_str | Check Your Learning 1 |  |
| pbl\_m5\_l3\_a1\_04.xml\_2\_str | Check your understanding about information literacy skills by looking at some classroom situations and thinking about instruction in appropriate subskills. Here's your first scenario. |  |
| pbl\_m5\_l3\_a1\_04.xml\_3\_str | Janeka started drawing diagrams for her solar cooker without doing any research at all. Based on this behavior, what skills does she need instruction in? |  |
| pbl\_m5\_l3\_a1\_04.xml\_4\_str | Select all that apply and click <b>Submit</b>. |  |
| pbl\_m5\_l3\_a1\_04.xml\_5\_str | Recognizing that accurate and comprehensive information is the basis for intelligent decision making |  |
| pbl\_m5\_l3\_a1\_04.xml\_6\_str | Developing and using successful strategies for locating information |  |
| pbl\_m5\_l3\_a1\_04.xml\_7\_str | Distinguishing among fact, point of view, and opinion |  |
| pbl\_m5\_l3\_a1\_04.xml\_8\_str | Selecting information appropriate to the problem or question at hand |  |
| pbl\_m5\_l3\_a1\_04.xml\_9\_str | Identifying inaccurate and misleading information |  |
| pbl\_m5\_l3\_a1\_04.xml\_10\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_04.xml\_11\_str | <b>Incorrect</b>. Janeka needs to recognize that information will help her make informed decisions and learn strategies for finding accurate information.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_04.xml\_12\_str | <b>Not quite</b>. Janeka needs to recognize that information will help her make informed decisions and learn strategies for finding accurate information.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_04.xml\_13\_str | SUBMIT |  |

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|  | pbl\_m5\_l3\_a1\_05.xml |  |
| pbl\_m5\_l3\_a1\_05.xml\_1\_str | Check Your Learning 2 |  |
| pbl\_m5\_l3\_a1\_05.xml\_2\_str | When Terry began his research project, he typed “solar egg cooker” into a search engine. When nothing appeared, he complained to the teacher that there wasn’t any information on the Internet. |  |
| pbl\_m5\_l3\_a1\_05.xml\_3\_str | What information literacy skills would help Terry? |  |
| pbl\_m5\_l3\_a1\_05.xml\_4\_str | Select all the skills that Terry needs instruction in and click <b>Submit</b>. |  |
| pbl\_m5\_l3\_a1\_05.xml\_5\_str | Developing and using successful strategies for locating information |  |
| pbl\_m5\_l3\_a1\_05.xml\_6\_str | Identifying a variety of potential sources of information |  |
| pbl\_m5\_l3\_a1\_05.xml\_7\_str | Recognizing the need for information |  |
| pbl\_m5\_l3\_a1\_05.xml\_8\_str | Determining accuracy, relevance, and comprehensiveness |  |
| pbl\_m5\_l3\_a1\_05.xml\_9\_str | Applying information in critical thinking and problem solving |  |
| pbl\_m5\_l3\_a1\_05.xml\_10\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_05.xml\_11\_str | <b>Incorrect</b>. Based on this behavior, Terry needs instruction in identifying strategies for locating information and identifying a variety of potential sources of information.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_05.xml\_12\_str | <b>That’s not quite right</b>. Based on this behavior, Terry needs instruction in identifying strategies for locating information and identifying a variety of potential sources of information.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_05.xml\_13\_str | SUBMIT |  |

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|  | pbl\_m5\_l3\_a1\_06.xml |  |
| pbl\_m5\_l3\_a1\_06.xml\_1\_str | Check Your Learning 3 |  |
| pbl\_m5\_l3\_a1\_06.xml\_2\_str | Janeka announced to her group that she found all the information they needed on a Web site produced by the local electric company. |  |
| pbl\_m5\_l3\_a1\_06.xml\_3\_str | What information literacy skills would help Janeka? |  |
| pbl\_m5\_l3\_a1\_06.xml\_4\_str | Select all the skills that Janeka needs instruction in and click <b>Submit</b>. |  |
| pbl\_m5\_l3\_a1\_06.xml\_5\_str | Distinguishing among fact, point of view, and opinion |  |
| pbl\_m5\_l3\_a1\_06.xml\_6\_str | Determining accuracy, relevance, and comprehensiveness |  |
| pbl\_m5\_l3\_a1\_06.xml\_7\_str | Developing and using successful strategies for locating information |  |
| pbl\_m5\_l3\_a1\_06.xml\_8\_str | Organizing information for practical application |  |
| pbl\_m5\_l3\_a1\_06.xml\_9\_str | Recognizing the need for information |  |
| pbl\_m5\_l3\_a1\_06.xml\_10\_str | <b>Correct</b>.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_06.xml\_11\_str | <b>Incorrect</b>. Janeka needs to distinguish among fact, point of view, and opinion and determine accuracy, relevance, and comprehensiveness.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_06.xml\_12\_str | <b>That’s not quite right</b>. Janeka needs to distinguish among fact, point of view, and opinion and determine accuracy, relevance, and comprehensiveness.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l3\_a1\_06.xml\_13\_str | SUBMIT |  |

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|  | pbl\_m5\_l3\_a1\_07.xml |  |
| pbl\_m5\_l3\_a1\_07.xml\_1\_str | Abe and Maria Discuss Information Literacy |  |
| pbl\_m5\_l3\_a1\_07.xml\_2\_str | Abe has made some notes about how his students approach research tasks and wants to talk to Maria about how he will address the skills. |  |
| pbl\_m5\_l3\_a1\_07.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m5\_l3\_a1\_07.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l3\_a1\_07.xml\_5\_str | You can drag the arrow to control the conversation. |  |
| pbl\_m5\_l3\_a1\_07.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l3\_a1\_07.xml\_7\_str | Click Button |  |
| pbl\_m5\_l3\_a1\_07.xml\_8\_str | I think I should emphasize some basic research skills in this project. |  |
| pbl\_m5\_l3\_a1\_07.xml\_9\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m5\_l3\_a1\_07.xml\_10\_str | I agree. What do you think your students will have trouble with? |  |
| pbl\_m5\_l3\_a1\_07.xml\_11\_str | Click 2 Button |  |
| pbl\_m5\_l3\_a1\_07.xml\_12\_str | Well, usually, they just go to the computer and type words into a search engine, and then they copy and paste information into notes. Sometimes, I don’t think they even read it. |  |
| pbl\_m5\_l3\_a1\_07.xml\_13\_str | Click 2 Button Pop Up Title Text |  |
| pbl\_m5\_l3\_a1\_07.xml\_14\_str | I’ve had that problem, too. It sounds like they need to work on developing strategies for organizing information for practical application. |  |
| pbl\_m5\_l3\_a1\_07.xml\_15\_str | That would be good. I think helping them integrate new learning with their own knowledge would help with the copy-and-paste note taking. |  |
| pbl\_m5\_l3\_a1\_07.xml\_16\_str | You’ll probably have to do more than one mini-lesson on these skills in this project and in other projects as well. |  |
| pbl\_m5\_l3\_a1\_07.xml\_17\_str | Close X |  |

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|  | pbl\_m5\_l3\_a2\_01.xml |  |
| pbl\_m5\_l3\_a2\_01.xml\_1\_str | Information Literacy Modeling |  |
| pbl\_m5\_l3\_a2\_01.xml\_2\_str | Information literacy skills can be taught using the same process used to teach collaboration, self-direction, and any other 21st century skills. |  |
| pbl\_m5\_l3\_a2\_01.xml\_3\_str | Click the <b>teacher</b> to hear her model the information literacy subskill, selecting information appropriate to the task at hand. This modeling would be the first part of a mini-lesson on that subskill. |  |
| pbl\_m5\_l3\_a2\_01.xml\_4\_str | When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l3\_a2\_01.xml\_5\_str | 1. |  |
| pbl\_m5\_l3\_a2\_01.xml\_6\_str | 2. |  |
| pbl\_m5\_l3\_a2\_01.xml\_7\_str | When I look at a Web site with lots of information, I want to spend my time wisely and only take notes on what I need for my project. One way I can do that is to look at subheadings and skip sections about topics that don’t really help me. Another tactic I use is to read the first sentence of a paragraph. If it doesn’t relate to what I need, I assume the rest of the paragraph probably won’t either. |  |
| pbl\_m5\_l3\_a2\_01.xml\_8\_str | Read headings and subheadings. |  |
| pbl\_m5\_l3\_a2\_01.xml\_9\_str | Skip unrelated sections. |  |
| pbl\_m5\_l3\_a2\_01.xml\_10\_str | Read first sentences. |  |
| pbl\_m5\_l3\_a2\_01.xml\_11\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l3\_a2\_01.xml\_12\_str | Your Turn |  |
| pbl\_m5\_l3\_a2\_01.xml\_13\_str | Search your standards for any standards that address information literacy subskills. You may want to refer to <b>Information Literacy Skills and Subskills</b> saved in your Course Folder. Note any connections between the units you teach and relevant subskills in your Action Plan. |  |
| pbl\_m5\_l3\_a2\_01.xml\_14\_str | Identify the subskills that your students have and those that they need to work on during your project. Note when and how you might teach the skills they need. |  |
| pbl\_m5\_l3\_a2\_01.xml\_15\_str | Close X |  |

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|  | pbl\_m5\_l3\_a2\_01b.xml |  |
| pbl\_m5\_l3\_a2\_01b.xml\_1\_str | Your Turn |  |
| pbl\_m5\_l3\_a2\_01b.xml\_2\_str | Action Plan Activity |  |
| pbl\_m5\_l3\_a2\_01b.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist. <br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 4</b>. |  |
| pbl\_m5\_l3\_a2\_01b.xml\_4\_str | 1.<br><br><br><br><br><br><br>2. |  |
| pbl\_m5\_l3\_a2\_01b.xml\_5\_str | Review your standards for those standards that address information literacy subskills. You may want to refer to Information Literacy Subskills saved in your Course Folder or downloaded from the Resource tab. Note any connections between the units you teach and relevant subskills.<br><br>Identify the subskills that your students have and those that they need to work on during your project. Note when and how you might teach the skills they need in Module 5, Lesson 3, Activity 2 of your Action Plan. |  |
| pbl\_m5\_l3\_a2\_01b.xml\_6\_str |  |  |

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|  | pbl\_m5\_l4\_a1\_01.xml |  |
| pbl\_m5\_l4\_a1\_01.xml\_1\_str | Reflection Introduction |  |
| pbl\_m5\_l4\_a1\_01.xml\_2\_str | <a href="asfunction:islAppRoot.launch\_glossary\_def,reflection"><u><b>Reflection</b></u></a> creates independent, lifelong learners. Reflection activities should occur frequently throughout a project–at scheduled intervals and spontaneously as learning opportunities arise. When students reflect systematically and deeply, they benefit by:<li>Connecting learning to experiences and beliefs</li><li>Thinking metacognitively about learning</li><li>Setting goals and monitoring progress</li> |  |
| pbl\_m5\_l4\_a1\_01.xml\_3\_str | Click <b>Next</b> to continue. |  |
| pbl\_m5\_l4\_a1\_01.xml\_4\_str | Close |  |

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|  | pbl\_m5\_l4\_a1\_02.xml |  |
| pbl\_m5\_l4\_a1\_02.xml\_1\_str | Reflection Guidelines |  |
| pbl\_m5\_l4\_a1\_02.xml\_2\_str | Many students would rather participate in activities than engage in the sustained kind of thinking that reflection demands. Reflective thinking is a habit of mind and must be a regular part of classroom life. Follow these guidelines to create an environment that encourages reflection:<li>Clearly articulate the purposes and benefits of reflection.</li><li>Schedule frequent opportunities for reflection in a variety of formats.</li><li>Model effective reflective practices.</li><li>Ask students to articulate their processes and thinking with <a href="asfunction:islAppRoot.launch\_glossary\_def,think-aloud"><u><b>think-alouds</b>.</u></a></li> |  |
| pbl\_m5\_l4\_a1\_02.xml\_3\_str | Click <b>Next</b> to continue. |  |
| pbl\_m5\_l4\_a1\_02.xml\_4\_str | Close |  |

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|  | pbl\_m5\_l4\_a1\_03.xml |  |
| pbl\_m5\_l4\_a1\_03.xml\_1\_str | Reflection Skills |  |
| pbl\_m5\_l4\_a1\_03.xml\_2\_str | Reflection is a special kind of skill that requires unique attitudes and thinking skills. These skills can be taught through modeling, discussion of when and how they can be used, practice, application in the project, and assessment with re-teaching where needed. |  |
| pbl\_m5\_l4\_a1\_03.xml\_3\_str | Sample Attitudes for Reflection |  |
| pbl\_m5\_l4\_a1\_03.xml\_4\_str | Sample Critical Thinking Skills |  |
| pbl\_m5\_l4\_a1\_03.xml\_5\_str | 1. Roll over the <b>attitudes</b> and <b>skills</b> to learn more. |  |
| pbl\_m5\_l4\_a1\_03.xml\_6\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l4\_a1\_03.xml\_7\_str | <li>Open-Mindedness</li> |  |
| pbl\_m5\_l4\_a1\_03.xml\_8\_str | Open-Mindedness |  |
| pbl\_m5\_l4\_a1\_03.xml\_9\_str | To reflect effectively, students must be open to the possibility of change–to consider alternative courses of action and strategies. When Janeka recognizes that making an outline is only one way to plan a project, and therefore also considers creating a concept map or flow chart, she benefits from reflection on the effectiveness of planning strategies. |  |
| pbl\_m5\_l4\_a1\_03.xml\_10\_str | <li>Desire for Self-Improvement</li> |  |
| pbl\_m5\_l4\_a1\_03.xml\_11\_str | Desire for Self-Improvement |  |
| pbl\_m5\_l4\_a1\_03.xml\_12\_str | The purpose of reflection is to improve. If Terry recognizes, for example, that he does not collaborate well with his peers, and desires to do better, his reflections will have a greater impact. |  |
| pbl\_m5\_l4\_a1\_03.xml\_13\_str | <li>Analysis</li> |  |
| pbl\_m5\_l4\_a1\_03.xml\_14\_str | Analysis |  |
| pbl\_m5\_l4\_a1\_03.xml\_15\_str | To reflect, students must break processes into parts and think about how the parts combine to create results. Alex breaks his research process down into steps like asking questions, identifying resources, and taking notes. When he has done that, he can look more closely at each step and reflect on how he could improve. |  |
| pbl\_m5\_l4\_a1\_03.xml\_16\_str | <li>Reasoning</li> |  |
| pbl\_m5\_l4\_a1\_03.xml\_17\_str | Reasoning |  |
| pbl\_m5\_l4\_a1\_03.xml\_18\_str | Reasoning is important for reflection because it focuses on the evidence students use to draw conclusions about their own behavior. Chris recognizes improvement in her collaboration skills when she provides evidence, such as more good ideas from her group or when they solved a problem together. |  |
| pbl\_m5\_l4\_a1\_03.xml\_19\_str | <li>Metacognition</li> |  |
| pbl\_m5\_l4\_a1\_03.xml\_20\_str | Metacognition |  |
| pbl\_m5\_l4\_a1\_03.xml\_21\_str | Thinking about one’s own thinking requires self-awareness. When Terry realizes that his problem solving strategy is always trial and error, he can think about other strategies he might try, such as drawing diagrams or creating hypothetical situations. |  |
| pbl\_m5\_l4\_a1\_03.xml\_22\_str | <li>Systems Thinking</li> |  |
| pbl\_m5\_l4\_a1\_03.xml\_23\_str | Systems Thinking |  |
| pbl\_m5\_l4\_a1\_03.xml\_24\_str | Systems thinking is critical for complex projects because many components interact and affect each other. When Chris understands that a project is a system with many parts, she can determine that how she works with her peers affects how well they all meet deadlines. |  |
| pbl\_m5\_l4\_a1\_03.xml\_25\_str | Close X |  |

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|  | pbl\_m5\_l4\_a1\_04.xml |  |
| pbl\_m5\_l4\_a1\_04.xml\_1\_str | Student Reflection Think-aloud |  |
| pbl\_m5\_l4\_a1\_04.xml\_2\_str | Think-alouds prepare students for reflection by developing their metacognition. When students verbalize the processes and strategies they use to complete a task, they make their thinking explicit. Doing this enables students to analyze their behaviors and think of ways to improve.<br><br>After Chris articulated her research process, she can reflect on the effectiveness of the strategies she used and set goals for improvement, as well as receive feedback from Alex. |  |
| pbl\_m5\_l4\_a1\_04.xml\_3\_str | 1. Click <b>Chris</b> to hear her think-aloud about doing research. |  |
| pbl\_m5\_l4\_a1\_04.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l4\_a1\_04.xml\_5\_str | When I look for information on the Internet, I type the topic I’m looking for into Google. Then, I click the first Web site to see what’s there. If the site looks hard to read, I start over and type the topic in again. If I find a site that looks easy to read, I copy all the information and paste it into my notes. |  |
| pbl\_m5\_l4\_a1\_04.xml\_6\_str | Whoa! You’re copying and pasting from a Web site? You can get in trouble for that. I hope you are recording the information you need to cite the sources correctly and putting the information in your own words or using quotes in your project. |  |
| pbl\_m5\_l4\_a1\_04.xml\_7\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l4\_a1\_04.xml\_8\_str | Close X |  |

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|  | pbl\_m5\_l4\_a1\_05.xml |  |
| pbl\_m5\_l4\_a1\_05.xml\_1\_str | Research Reflection Journal |  |
| pbl\_m5\_l4\_a1\_05.xml\_2\_str | As Chris works on her project, she reflects on her learning. |  |
| pbl\_m5\_l4\_a1\_05.xml\_3\_str | 1. Click her <b>journal</b> to read part of her final reflection. |  |
| pbl\_m5\_l4\_a1\_05.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l4\_a1\_05.xml\_5\_str | One thing I learned about research is that I can’t use the information I find if I don’t understand it. At the beginning of the project, I was just copying and pasting information from Web sites. When I had to use the information, there was too much of it to read, and I didn’t understand a lot of it. I learned from a mini-lesson how to find the exact information I needed by looking at subheadings and links. Then I read the information carefully and took notes in my own words. This took more time at first, but I understood and remembered it, so I was able to help my group make a good solar cooker. |  |
| pbl\_m5\_l4\_a1\_05.xml\_6\_str | Close X |  |

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|  | pbl\_m5\_l4\_a1\_06.xml |  |
| pbl\_m5\_l4\_a1\_06.xml\_1\_str | Student Reflection Conference |  |
| pbl\_m5\_l4\_a1\_06.xml\_2\_str | Another way to teach students how to reflect is through student-led conferences. The conferences can take place before, during, or after a project. Students prepare for the conferences by analyzing assessment data they collect and by thinking about teacher-provided prompts. During the conference, the teacher asks probing questions to help students clarify and expand their thoughts. Let’s follow Chris’ conference with Maria about Chris’ progress on her project. |  |
| pbl\_m5\_l4\_a1\_06.xml\_3\_str | 1. Click <b>Maria</b> to follow part of a student-led conference. |  |
| pbl\_m5\_l4\_a1\_06.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l4\_a1\_06.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m5\_l4\_a1\_06.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m5\_l4\_a1\_06.xml\_7\_str | Click Button |  |
| pbl\_m5\_l4\_a1\_06.xml\_8\_str | Hello Chris. How are you doing on the project? |  |
| pbl\_m5\_l4\_a1\_06.xml\_9\_str | Pretty good. My goal for this project was to improve my research strategies. |  |
| pbl\_m5\_l4\_a1\_06.xml\_10\_str | What are you doing? |  |
| pbl\_m5\_l4\_a1\_06.xml\_11\_str | Well, I figured out that I wasn’t using Google very well because I just typed in the topic and just clicked the first link in the list. |  |
| pbl\_m5\_l4\_a1\_06.xml\_12\_str | What are you doing differently? |  |
| pbl\_m5\_l4\_a1\_06.xml\_13\_str | I asked Alex to help me, and he showed me how to type more words into Google, so I would get better results. |  |
| pbl\_m5\_l4\_a1\_06.xml\_14\_str | Can you give me an example of what you did? |  |
| pbl\_m5\_l4\_a1\_06.xml\_15\_str | Yes. Instead of just typing <i>solar cooker</i>, I typed <i>solar cooker oven plans</i>. I got some actual plans for solar cookers instead of just information about solar cooking. |  |
| pbl\_m5\_l4\_a1\_06.xml\_16\_str | Close |  |

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|  | pbl\_m5\_l4\_a1\_07.xml |  |
| pbl\_m5\_l4\_a1\_07.xml\_1\_str | Check Your Learning 1 |  |
| pbl\_m5\_l4\_a1\_07.xml\_2\_str | Read Terry’s journal entry below and choose skills that you could teach to improve his ability to reflect. |  |
| pbl\_m5\_l4\_a1\_07.xml\_3\_str | "Our project was great. I wanted to learn a lot and I did. It was really fun and we made a great solar cooker. I hope I can do more projects like this." |  |
| pbl\_m5\_l4\_a1\_07.xml\_4\_str | Select all that apply and click <b>Submit</b>. |  |
| pbl\_m5\_l4\_a1\_07.xml\_5\_str | Analysis |  |
| pbl\_m5\_l4\_a1\_07.xml\_6\_str | Reasoning |  |
| pbl\_m5\_l4\_a1\_07.xml\_7\_str | Metacognition |  |
| pbl\_m5\_l4\_a1\_07.xml\_8\_str | Desire for self-improvement |  |
| pbl\_m5\_l4\_a1\_07.xml\_9\_str | Systems thinking |  |
| pbl\_m5\_l4\_a1\_07.xml\_10\_str | Ei eam quando virtute moderatius. |  |
| pbl\_m5\_l4\_a1\_07.xml\_11\_str | No vel iusto animal signiferumque. |  |
| pbl\_m5\_l4\_a1\_07.xml\_12\_str | Ex qui labore pertinax democritum. |  |
| pbl\_m5\_l4\_a1\_07.xml\_13\_str | <b>Correct</b>. This student is a vague reflector and would benefit from instruction in analysis, reasoning, systems thinking and metacognition.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_07.xml\_14\_str | <b>Incorrect</b>. The student said that he wanted to learn (self-improvement). The correct answers are now shown.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_07.xml\_15\_str | <b>Not quite</b>. The student said that he wanted to learn (self-improvement). The correct answers are now shown.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_07.xml\_16\_str |  |  |
| pbl\_m5\_l4\_a1\_07.xml\_17\_str | SUBMIT |  |
| pbl\_m5\_l4\_a1\_07.xml\_18\_str | RETRY |  |
| pbl\_m5\_l4\_a1\_07.xml\_19\_str | Transcript text goes here. |  |

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|  | pbl\_m5\_l4\_a1\_08.xml |  |
| pbl\_m5\_l4\_a1\_08.xml\_1\_str | Check Your Learning 2 |  |
| pbl\_m5\_l4\_a1\_08.xml\_2\_str | Based on Alex’s journal entry below, what skills would help him reflect better? |  |
| pbl\_m5\_l4\_a1\_08.xml\_3\_str | "I’m not that interested in solar energy, so I didn’t really learn anything during this project. I didn’t think the different parts of the project, like the people, the research, and the building worked together very well. When somebody forgot to do their part, it made the whole project off schedule." |  |
| pbl\_m5\_l4\_a1\_08.xml\_4\_str | Select all that apply and click <b>Submit</b>. |  |
| pbl\_m5\_l4\_a1\_08.xml\_5\_str | Open-mindedness |  |
| pbl\_m5\_l4\_a1\_08.xml\_6\_str | Desire for self-improvement |  |
| pbl\_m5\_l4\_a1\_08.xml\_7\_str | Metacognition |  |
| pbl\_m5\_l4\_a1\_08.xml\_8\_str | Systems thinking |  |
| pbl\_m5\_l4\_a1\_08.xml\_9\_str | Ei eam quando virtute moderatius. |  |
| pbl\_m5\_l4\_a1\_08.xml\_10\_str | No vel iusto animal signiferumque. |  |
| pbl\_m5\_l4\_a1\_08.xml\_11\_str | Ex qui labore pertinax democritum. |  |
| pbl\_m5\_l4\_a1\_08.xml\_12\_str | <b>Correct</b>. The student needs open-mindedness, a desire for self-improvement, and metacognition.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_08.xml\_13\_str | <b>Incorrect</b>. The student shows awareness of how the different parts of the project interacted with each other.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_08.xml\_14\_str | <b>That’s not quite right</b>. The student shows awareness of how the different parts of the project interacted with each other.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_08.xml\_15\_str |  |  |
| pbl\_m5\_l4\_a1\_08.xml\_16\_str | SUBMIT |  |
| pbl\_m5\_l4\_a1\_08.xml\_17\_str | RETRY |  |
| pbl\_m5\_l4\_a1\_08.xml\_18\_str | Transcript text goes here. |  |

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|  | pbl\_m5\_l4\_a1\_09.xml |  |
| pbl\_m5\_l4\_a1\_09.xml\_1\_str | Check Your Learning 3 |  |
| pbl\_m5\_l4\_a1\_09.xml\_2\_str | Based on Janeka’s entry below, what skills would improve Janeka’s reflection? |  |
| pbl\_m5\_l4\_a1\_09.xml\_3\_str | "I learned a lot from this project, like how to collaborate better. I also learned how to solve problems better, like when we had a problem, we figured out how to fix it." |  |
| pbl\_m5\_l4\_a1\_09.xml\_4\_str | Select all that apply and click <b>Submit</b>. |  |
| pbl\_m5\_l4\_a1\_09.xml\_5\_str | Reasoning |  |
| pbl\_m5\_l4\_a1\_09.xml\_6\_str | Metacognition |  |
| pbl\_m5\_l4\_a1\_09.xml\_7\_str | Open-mindedness |  |
| pbl\_m5\_l4\_a1\_09.xml\_8\_str | Desire for self-improvement |  |
| pbl\_m5\_l4\_a1\_09.xml\_9\_str | Ei eam quando virtute moderatius. |  |
| pbl\_m5\_l4\_a1\_09.xml\_10\_str | No vel iusto animal signiferumque. |  |
| pbl\_m5\_l4\_a1\_09.xml\_11\_str | Ex qui labore pertinax democritum. |  |
| pbl\_m5\_l4\_a1\_09.xml\_12\_str | <b>Correct</b>. This student needs to learn how to be more specific about what and how she is learning. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_09.xml\_13\_str | <b>Incorrect</b>. The student does not show signs of needing to improve her attitude about learning.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_09.xml\_14\_str | <b>That’s not quite right</b>. The student does not show signs of needing to improve her attitude about learning.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l4\_a1\_09.xml\_15\_str |  |  |
| pbl\_m5\_l4\_a1\_09.xml\_16\_str | SUBMIT |  |
| pbl\_m5\_l4\_a1\_09.xml\_17\_str | RETRY |  |
| pbl\_m5\_l4\_a1\_09.xml\_18\_str | Transcript text goes here. |  |

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|  | pbl\_m5\_l4\_a2\_01.xml |  |
| pbl\_m5\_l4\_a2\_01.xml\_1\_str | Your Turn |  |
| pbl\_m5\_l4\_a2\_01.xml\_2\_str | Action Plan Activity |  |
| pbl\_m5\_l4\_a2\_01.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. When you are finished, click <b>Next</b> to continue to <b>Lesson 5</b>. |  |
| pbl\_m5\_l4\_a2\_01.xml\_4\_str | 1.<br><br><br><br><br><br><br>2.<br><br><br><br>3. |  |
| pbl\_m5\_l4\_a2\_01.xml\_5\_str | Save Reflection Ideas to your Course Folder. Browse through ideas for encouraging effective student reflection and goal setting. Record any reflection ideas you might use and note how and when you would incorporate them into your teaching in Module 5, Lesson 4, Activity 2 of your Action Plan.<br><br>Review and modify your Assessment Timeline from Module 3, Lesson 3, Activity 2, if necessary, to include reflection activities.<br><br>Optional: Design a reflection and goal-setting activity for the end of your project. |  |
| pbl\_m5\_l4\_a2\_01.xml\_6\_str | Reflection Ideas |  |
| pbl\_m5\_l4\_a2\_01.xml\_7\_str |  |  |

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|  | pbl\_m5\_l5\_a1\_01.xml |  |
| pbl\_m5\_l5\_a1\_01.xml\_1\_str | Your Turn |  |
| pbl\_m5\_l5\_a1\_01.xml\_2\_str | Action Plan Activity |  |
| pbl\_m5\_l5\_a1\_01.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. You may want to open <b>Abe's Action Plan</b> to see how<br> he's progressing.<br><br>4. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m5\_l5\_a1\_01.xml\_4\_str | Reflect on your learning from this Module in Module 5, Lesson 5, Activity 1 of your Action Plan. |  |
| pbl\_m5\_l5\_a1\_01.xml\_5\_str | Abe’s Action Plan |  |
| pbl\_m5\_l5\_a1\_01.xml\_6\_str |  |  |

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|  | pbl\_m5\_l5\_a1\_01b.xml |  |
| pbl\_m5\_l5\_a1\_01b.xml\_1\_str | Summary |  |
| pbl\_m5\_l5\_a1\_01b.xml\_2\_str | Review the main points from Module 5: Guiding Learning.<br><br>In this module, you learned that:<li>Questioning by students and teachers enhances learning.</li><li>21st century skills are comprised of subskills that can be taught with mini-lessons.</li><li>Students improve their 21st century skills through modeling, discussion, and practice. </li><li> |  |
| pbl\_m5\_l5\_a1\_01b.xml\_3\_str | Click <b>Next</b> to check your understanding by answering the following five questions. |  |
| pbl\_m5\_l5\_a1\_01b.xml\_4\_str | Your Turn |  |
| pbl\_m5\_l5\_a1\_01b.xml\_5\_str | Reflect on your learning from this <i>Module in Module 5, Lesson 5, Activity 1</i> of your Action Plan. |  |
| pbl\_m5\_l5\_a1\_01b.xml\_6\_str | Headphones/Speakers on! |  |

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|  | pbl\_m5\_l5\_a2\_01.xml |  |
| pbl\_m5\_l5\_a2\_01.xml\_1\_str | Module 5 Quiz â€“ Question 1 |  |
| pbl\_m5\_l5\_a2\_01.xml\_2\_str | Check your understanding by answering the following five questions. |  |
| pbl\_m5\_l5\_a2\_01.xml\_3\_str | What purpose does the following question serve?<br><br>You said that you had trouble contacting an expert for your project. What strategies did you use to solve this problem? What other strategies could you have used? |  |
| pbl\_m5\_l5\_a2\_01.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l5\_a2\_01.xml\_5\_str | Encourage reflection and metacognition |  |
| pbl\_m5\_l5\_a2\_01.xml\_6\_str | Motivate and engage students |  |
| pbl\_m5\_l5\_a2\_01.xml\_7\_str | Prompt observation and description of phenomena |  |
| pbl\_m5\_l5\_a2\_01.xml\_8\_str | Probe student knowledge and understanding |  |
| pbl\_m5\_l5\_a2\_01.xml\_9\_str | <b>Correct</b>. The question asks a student to think about thinking strategies.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_01.xml\_10\_str | <b>Incorrect</b>. The question encourages metacognition by asking the student to think about thinking strategies.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_01.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m5\_l5\_a2\_02.xml |  |
| pbl\_m5\_l5\_a2\_02.xml\_1\_str | Module 5 Quiz â€“ Question 2 |  |
| pbl\_m5\_l5\_a2\_02.xml\_2\_str | Think about what you learned about teaching 21st century skills. |  |
| pbl\_m5\_l5\_a2\_02.xml\_3\_str | What does research show to be the most effective way to teach 21st century skills? |  |
| pbl\_m5\_l5\_a2\_02.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l5\_a2\_02.xml\_5\_str | Teaching short mini-lessons targeting specific subskills |  |
| pbl\_m5\_l5\_a2\_02.xml\_6\_str | Providing frequent opportunities for students to practice the skills while they work on projects |  |
| pbl\_m5\_l5\_a2\_02.xml\_7\_str | Conducting extended sessions during which students complete worksheet items on different skills |  |
| pbl\_m5\_l5\_a2\_02.xml\_8\_str | Asking students to only use low-level skills until they are deemed ready for higher-order thinking |  |
| pbl\_m5\_l5\_a2\_02.xml\_9\_str | <b>Correct</b>. You identified the most effective method for teaching 21st century skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_02.xml\_10\_str | <b>Incorrect</b>. Targeted mini-lessons have been proven to be effective in teaching thinking and learning skills.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_02.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m5\_l5\_a2\_03.xml |  |
| pbl\_m5\_l5\_a2\_03.xml\_1\_str | Module 5 Quiz â€“ Question 3 |  |
| pbl\_m5\_l5\_a2\_03.xml\_2\_str |  |  |
| pbl\_m5\_l5\_a2\_03.xml\_3\_str | Which of the following is an effective way to model a 21st century skill? |  |
| pbl\_m5\_l5\_a2\_03.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l5\_a2\_03.xml\_5\_str | “When I listen to my group members during a discussion, I always try to think of topics we agree on.” |  |
| pbl\_m5\_l5\_a2\_03.xml\_6\_str | “How would you react to a group member’s comment?” |  |
| pbl\_m5\_l5\_a2\_03.xml\_7\_str | “You should listen actively when your group members are speaking.” |  |
| pbl\_m5\_l5\_a2\_03.xml\_8\_str | “What is the definition of active listening?” |  |
| pbl\_m5\_l5\_a2\_03.xml\_9\_str | <b>Correct</b>. You understand how to model a 21st century skill.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_03.xml\_10\_str | <b>Incorrect</b>. When you model a skill, you explain how you use the skill.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_03.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m5\_l5\_a2\_04.xml |  |
| pbl\_m5\_l5\_a2\_04.xml\_1\_str | Module 5 Quiz â€“ Question 4 |  |
| pbl\_m5\_l5\_a2\_04.xml\_2\_str | Review information literacy skills and subskills. |  |
| pbl\_m5\_l5\_a2\_04.xml\_3\_str | Which of the following is an information literacy subskill? |  |
| pbl\_m5\_l5\_a2\_04.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l5\_a2\_04.xml\_5\_str | Accessing information efficiently and effectively |  |
| pbl\_m5\_l5\_a2\_04.xml\_6\_str | Copying and pasting information from a Web site |  |
| pbl\_m5\_l5\_a2\_04.xml\_7\_str | Using a computer correctly and efficiently |  |
| pbl\_m5\_l5\_a2\_04.xml\_8\_str | Using only the Internet to find information |  |
| pbl\_m5\_l5\_a2\_04.xml\_9\_str | <b>Correct</b>. Accessing information efficiently and effectively is an information literacy subskill.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_04.xml\_10\_str | <b>Incorrect</b>. Information literacy skills are high-level skills that involve finding and using information. <br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_04.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m5\_l5\_a2\_05.xml |  |
| pbl\_m5\_l5\_a2\_05.xml\_1\_str | Module 5 Quiz â€“ Question 5 |  |
| pbl\_m5\_l5\_a2\_05.xml\_2\_str | Think about what you learned about reflection. |  |
| pbl\_m5\_l5\_a2\_05.xml\_3\_str | Which of the following skills is a critical skill for effective student reflection? |  |
| pbl\_m5\_l5\_a2\_05.xml\_4\_str | Select your answer and click <b>Submit</b>. |  |
| pbl\_m5\_l5\_a2\_05.xml\_5\_str | Metacognition |  |
| pbl\_m5\_l5\_a2\_05.xml\_6\_str | Writing |  |
| pbl\_m5\_l5\_a2\_05.xml\_7\_str | Computer Use |  |
| pbl\_m5\_l5\_a2\_05.xml\_8\_str | Collaboration |  |
| pbl\_m5\_l5\_a2\_05.xml\_9\_str | <b>Correct</b>. You grasp the importance of thinking about thinking.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_05.xml\_10\_str | <b>Incorrect</b>. Metacognition is a necessary component of reflection.<br><br>[extra1]Click <b>Next</b> to continue.[/extra] |  |
| pbl\_m5\_l5\_a2\_05.xml\_11\_str | SUBMIT |  |

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|  | pbl\_m5\_l5\_a2\_06.xml |  |
| pbl\_m5\_l5\_a2\_06.xml\_1\_str | Your Assessment Results |  |
| pbl\_m5\_l5\_a2\_06.xml\_2\_str | You scored XX% on the Module 5 quiz.<br><br>This is the end of Module 5. You have completed $ out of # Action Plan items. |  |
| pbl\_m5\_l5\_a2\_06.xml\_3\_str | If the number of Action Plan items completed above is not correct, view the Action Plan checklist to update for Module 5.<br><br>Congratulations! You have finished Module 5. Continue now to <b>Wrap-Up.</b> |  |
| pbl\_m5\_l5\_a2\_06.xml\_4\_str | Click <b>Next</b> to continue. |  |
| pbl\_m5\_l5\_a2\_06.xml\_5\_str |  |  |

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|  | pbl\_m6\_l0\_00\_01.xml |  |
| pbl\_m6\_l0\_00\_01.xml\_1\_str | Congratulations! |  |
| pbl\_m6\_l0\_00\_01.xml\_2\_str | You completed Project-Based Approaches. |  |
| pbl\_m6\_l0\_00\_01.xml\_3\_str | You now have a solid foundation in project-based learning. You know the research and benefits behind projects. You understand the characteristics of projects. You know how to plan, design, and implement projects in your classroom. And, you understand the importance of using a variety of assessments throughout projects. |  |
| pbl\_m6\_l0\_00\_01.xml\_4\_str |  |  |
| pbl\_m6\_l0\_00\_01.xml\_5\_str | Click <b>Next</b> to continue. |  |
| pbl\_m6\_l0\_00\_01.xml\_6\_str | Your Turn |  |
| pbl\_m6\_l0\_00\_01.xml\_7\_str | Now that you completed the Project-Based Approaches course, revisit your K-W-L-H chart as well as your goals and challenges from Module 1. |  |
| pbl\_m6\_l0\_00\_01.xml\_8\_str | Headphones/Speakers on! |  |
| pbl\_m6\_l0\_00\_01.xml\_9\_str |  |  |

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|  | pbl\_m6\_l0\_01\_01.xml |  |
| pbl\_m6\_l0\_01\_01.xml\_1\_str | Goodbye from Abe and Maria |  |
| pbl\_m6\_l0\_01\_01.xml\_2\_str | Maria and Abe have a few final words. |  |
| pbl\_m6\_l0\_01\_01.xml\_3\_str | 1. Click <b>Abe</b> to follow their conversation. |  |
| pbl\_m6\_l0\_01\_01.xml\_4\_str | 2. When you are finished, click <b>Next</b> to continue. |  |
| pbl\_m6\_l0\_01\_01.xml\_5\_str | You can drag the arrow to control the conversation |  |
| pbl\_m6\_l0\_01\_01.xml\_6\_str | Headphones/Speakers on! |  |
| pbl\_m6\_l0\_01\_01.xml\_7\_str | Your Turn |  |
| pbl\_m6\_l0\_01\_01.xml\_8\_str | Now that you completed the Project-Based Approaches course, revisit your K-W-L-H chart as well as your goals and challenges from Module 1. |  |
| pbl\_m6\_l0\_01\_01.xml\_9\_str | Click Button |  |
| pbl\_m6\_l0\_01\_01.xml\_10\_str | Thanks for taking the course. We hope you are inspired and encouraged by new ideas for projects in your classroom. I know I am! |  |
| pbl\_m6\_l0\_01\_01.xml\_11\_str | Click 1 Button Pop Up Title Text |  |
| pbl\_m6\_l0\_01\_01.xml\_12\_str | Good luck with your plans. Remember, you can always revisit your Action Plan or use the resources in this course when you are trying new projects. |  |
| pbl\_m6\_l0\_01\_01.xml\_13\_str | Close X |  |

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|  | pbl\_m6\_l0\_01\_02.xml |  |
| pbl\_m6\_l0\_01\_02.xml\_1\_str | Your Turn |  |
| pbl\_m6\_l0\_01\_02.xml\_2\_str | Action Plan Activity |  |
| pbl\_m6\_l0\_01\_02.xml\_3\_str | 1. Open your Action Plan document and complete the Your Turn.<br><br>2. Remember to update your Action Plan checklist.<br><br>3. Open <b>Abe’s Action Plan</b> to see his completed plan.<br><br>4. When you are done, click <b>End Session</b> to exit the course. |  |
| pbl\_m6\_l0\_01\_02.xml\_4\_str | Now that you completed the Project-Based Approaches course, revisit your K-W-L-H chart as well as your goals and challenges from Module 1. |  |
| pbl\_m6\_l0\_01\_02.xml\_5\_str | Abe’s Action Plan |  |
| pbl\_m6\_l0\_01\_02.xml\_6\_str | 1. |  |
| pbl\_m6\_l0\_01\_02.xml\_7\_str | 2. |  |
| pbl\_m6\_l0\_01\_02.xml\_8\_str | 3. |  |
| pbl\_m6\_l0\_01\_02.xml\_9\_str | Close |  |