Teaching Channel

With **Learners Edge**

Your Education Ally.

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Teaching Channel
With Learners Edge

Today is a Great Day to Learn Something New!
Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.
Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	**Summer Term**	**Fall Term**
Registrations Accepted	Registrations Accepted	Registrations Accepted
July 16-March 15	December 16-July 15	March 16-October 22
Coursework Due*	Coursework Due*	Coursework Due*
April 15	August 15	November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details
The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Intention
Establish learning goals & explore motivations

Awareness
Analyze prior knowledge & experience related to the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Project Based Learning for the Digital Age
Course Number	OL 5133
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Are you looking for ways to bring innovative, engaging, and authentic projects into your classroom? This course introduces you to the key elements of designing, implementing, and managing project based learning experiences in the online and face-to-face classroom. Using best-practice frameworks, you will learn strategies to empower your students as they explore their passions, collaborate with others, and create projects that answer challenging real-world problems. Get ready to design your own project and see why so many educators think project based learning is key to the future of innovative learning!

Goals and Objectives:

As a result of participation in this course, students will be able to:

1. Use provided prompts specific to project based learning, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design an innovative student project using best practices that promote 21st century skills.
3. Implement an inquiry based lesson structure that includes driving questions to guide learning.
4. Develop collaborative learning activities to accompany the project that draw high student engagement and empower student voice.
5. Create a culminating presentation plan to share student work with a wide audience that challenges the status quo.

Required Text/Reading:

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

10 Education Truths That Support Project-Based Learning. A.J. JULIANI. (2018, October 15). http://ajjuliani.com/10-education-truths-support-project-based-learning/.

Boss, S., & Larmer, J. (2018). *Project based teaching: how to create rigorous and engaging learning experiences*. ASCD.

Bright, L. (2018, June 5). *Starting Small With PBL*. Edutopia. https://www.edutopia.org/article/starting-small-pbl.

Nichols, A. (2020, November 18). *Using PBL to Boost Online Engagement*. Edutopia. https://www.edutopia.org/article/using-pbl-boost-online-engagement.

PBL Project. PBLProject. http://pblproject.com/Home.aspx.

PBLWorks. http://www.bie.org/.

Pieratt, J. (2020). *Keep it real with Pbl, secondary: a practical guide for planning project-based learning*. Sage Publications Inc.

Smith, A. (2018). *Project based learning made simple: 100 classroom-ready activities that inspires curiosity, problem solving and self-guided discovery for third, fourth, and fifth grade students*. Ulysses Press.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for learning about project based learning.
- Summarize your previous knowledge and/or experience with project based learning.
- List two learning goals you have for the course.

3. Investigation: Read and Respond

Basics of PBL

If you're participating in this course, you most likely have a basic understanding of project based learning principles and are curious to learn more. We're here to help take your knowledge to the next level! Read the articles "What is PBL?" and this Podcast Episode: "What the Heck is PBL?" both from PBL Works to better understand the benefits and challenges of project based learning (PBL).

The video examples available on the PBL Works website provide a great overview of what PBL looks and feels like in a real classroom. Watch the videos below, then respond to the questions that follow.

After reviewing the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

    A. Describe how project based learning is different from traditional projects and other instruction you are used to delivering in your classroom.

    B. Identify one challenge educators may face as they consider incorporating project based learning.

    C. Explain why Project-Based Learning (PBL) is considered essential for education in the 21st Century.

    D. Summarize how PBL helps engage all learners, no matter their demographic or background.

Student Engagement

PBL makes learning real and relevant as students work to solve important problems and impact their communities in positive ways. Review the following resources to better understand the power of student engagement during project based learning experiences.

- "Boosting Student Engagement through PBL" by Youki Terada from Edutopia
- "10 Things That Happen When Students are Engaged in PBL" by John Spencer
- "Student Engagement In Project Based Learning" from Crafted Curriculum

    E. Research shows increased student engagement in classrooms with project based learning. Why do you think these strategies have such a profound impact on learning compared to traditional practices?

    F. As you read through the "10 Things That Happen When Students are Engaged in PBL" article above, which stand out to you as being most valuable in fostering 21st Century skills and why?

    G. Take a moment to reflect on your own classroom then share an example about how you create learning experiences that foster communication, decision-making, and problem-solving skills.

    H. In what ways might PBL increase engagement in the online or hybrid classroom.

    I. Identify one strategy or approach to expand or improve PBL skills within your classroom instruction.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Innovate

Project-based learning creates an environment that fosters creative thinking and collaboration. It teaches students to use the tools at their disposal to find innovative solutions to problems that are always changing. To make PBL a reality, educators must employ their own innovative, out-of-the-box approaches to planning and teaching. For some guidance on PBL design, read this overview of the Project Foundry "Gold Standard Design Elements" from PBL Works which are the foundation of project based learning.

All coursework is to be completed in the Teaching Channel online environment.

Now that you have an overview of the design elements, read through the "Gold Standard Seven Essential Teaching Practices" from PBL Works that provide instructional guidance for delivering project based learning.

Next, watch the following videos to see how to get started planning your project:

Now comes the fun part! You are ready to begin brainstorming and developing your project plan. Let's start by designing the main focus of your project. First, consider your curriculum, and choose an idea you have for a PBL experience you would like to develop.

Here are some resources full of ideas to get you thinking:
- "20 of the Best Project Based Learning Ideas for 2020" from Crafted Curriculum
- "High Tech High Student Project" from High Tech High
- "50 Smart Ideas For Project-Based Learning" from Teach Thought
- "10 Virtual PBL Project Ideas" from Crafted Curriculum

Now, select a unit you can adapt into a project based learning experience for students. In two paragraphs or more, summarize the project and provide an overview of your ideas.

Be sure to include:
- The big ideas and goals you have for this project
- Key knowledge and skills you want students to develop (including any content standards you might address)
- Initial ideas you have around potential questions, activities, research, and products

3. Application: Implement
Now that you have some ideas and goals for your project, the next step is to generate *driving questions* so you can implement a solid PBL plan. Start by reading "A Tricky Part of PBL: Writing a Driving Question" from PBL Works and "In Search of the Driving Question" by Andrew Miller from Edutopia to learn about the types of questions, including some pros and cons of each type.

This is where you begin firming up your project plan! You've learned all about what goes into developing focus and driving questions for your project, so now it's time to generate questions for the project you described above.

First, determine whether you want to generate questions that:
1. Explore a philosophical or debatable issue
OR
2. Specify a product to be created or problem to be solved

Then, create a list of 5 questions you could use to guide your project that are engaging, open-ended, and aligned with learning goals.

Once you are done with your questions, identify 2 or more you would like to include in your project. Add them to the Project Template linked in the Note box at the top of this module.

All coursework is to be completed in the Teaching Channel online environment.

4. Application: Collaborate

Cultivating a strong classroom culture based on strong relationships and collaboration helps promote inquiry and high engagement for students, as exemplified in the quote from Amber Chandler, below.

> *"Teachers who implement PBL recognize that project-based learning creates a supportive environment which fosters the whole child–academic, social and emotional. PBL is implemented effectively when there is a culture of collaboration and respect for student interest, strengths and passions.*
> *You don't "do PBL," but rather create an environment where facilitation can occur."*
> *Amber Chandler, ELA Middle School Teacher*

Review the resources below to learn more about the value of culture and to discover strategies and suggestions for your own classroom.

- Video: Build the Culture - Look and Feel of the Classroom
- Video: Build the Culture - Student Voice and Independence
- "Beyond Icebreakers: Reflective Questions to Help You Build a PBL Culture" from PBL Works
- "4 Ways to Build a PBL Culture" from PBL Works

Getting ready to launch a project requires establishing a positive and collaborative classroom environment and culture. You know your students well! Select and then describe 3 or more activities you could implement prior to the launch of your project to build a strong class culture.

Be sure to include the following for each of the activities you create:

- The name of the activity
- Your rationale for including this activity in your classroom
- A brief summary of the steps for this activity
- Elements of high engagement, collaboration, and student voice (avoid lecture-based presentations)
- Enough detail so that your activities could be facilitated in your absence

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

All coursework is to be completed in the Teaching Channel online environment.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Inquiry, Authenticity, and Student Choice
When designing a PBL experience for students, it's important to ensure the project allows students to demonstrate inquiry in an authentic way. Read the following articles to gather ideas and insights to help guide your understanding of how to foster these skills in your classroom. After reading each of the articles below, respond in one paragraph or more for each of the questions that follow.

- "How We Use "Need to Know" Questions to Guide Sustained Inquiry" from PBL Works
- "The Importance of Student-Generated Questions in PBL" from PBL Works
- "Authenticity: How to Move Projects from Engaging to Empowering" from PBL Works
- "Start Small but Mighty: Voice and Choice in PBL" from The Teaching Channel

A. How might you support a colleague who is new to PBL as they implement an inquiry-based model for project-based learning?
B. Using the project with which you have been working, identify and describe one strategy you can use to make your project authentic for students.
C. Consider how valuing student voice and choice increases engagement and investment in students' educational experiences, then describe how you will ensure students are a part of the planning process for their project.
D. Provide 3 concrete steps or suggestions you can include in your project planning to ensure student voice and choice.

Once you have completed the steps above, continue to develop your *Project Template (*located in the Note box at the top of Module 2) by completing the following sections: Sustained Inquiry, Authenticity, and Student Voice and Choice. You will submit the completed template later in this module.

3. Application: Managing the Middle-Part 1
As you begin your project, you will want to establish some clear management guidelines and strategies to ensure smooth sailing through the "messy middle." Check out these resources from fellow educators and see what works for you:

All coursework is to be completed in the Teaching Channel online environment.

Management
- *"Managing Activities" from PBL Works-see note below
- How to Be Proactive About Classroom Management in PBL by John Spencer
- "Why I Scrum: Using a Project Management Tool for PBL" from PBL Works
- "The Surprising Science of Project Fatigue (And How Teachers Can Help Prevent It)" from PBS Works
- "Getting Set Up for Collaboration in Online PBL Units" by Hedreich Nichols from Edutopia
- Video: Managing Activities

*To view this article you are required to create a free account. PBL Works is a worthwhile resource and we think you'll find the content to be supportive in your work with PBL.

Facilitation
- Video: Engage and Coach
- "Coaching Your Students: Team PBL!" from PBL Works

Managing several projects at once can be a juggling act, but strong preparation and clear communication can help students be successful. For this part of the application, we'd like you to develop a product that will support students as they manage their projects.

Please complete one of the following options:

Option 1: Management Tool
Create a tool or system you could use to manage activities or help facilitate coaching. You can draw out a sketch, design a digital organizer, or describe your tool/system in narrative form. Just be sure to include enough detail so your evaluator can visualize how the tool/system works and how it will support students as they progress through the PBL process.

Option 2: Management Presentation
Create a short presentation for students that outlines strategies for success (i.e, the 4 steps of project management: set goals, breakdown tasks, implement strategies, and monitor and adjust) or "Tips for Successful Project Based Learning." Your presentation should be visually pleasing and include specific suggestions, tips, and ideas to guide students through this collaborative project to a successful conclusion. Please include 4 or more slides in your presentation.

Please upload your tool or presentation along with your other work for this module.

Managing the Middle Part 2: Scaffolding and Differentiation
As you begin to master PBL in your classroom, you'll inevitably find ways to meet students where they are. Providing necessary scaffolds and differentiation will ensure all students can be successful. The resources below illustrate what this can look like in a PBL classroom:
- Video: Scaffold Student Learning
- "Scaffolding Content and Process in PBL" from PBL Works
- "Differentiated Instruction for Project-Based Learning" from Performing in Education

All coursework is to be completed in the Teaching Channel online environment.

Now consider how you will provide needed supports for your diverse classroom of learners. For the last part of this application, we'd like you to revisit your Project Template and record your plans to scaffold and/or differentiate within the project. The Project Template is located in the Note box at the top of Module 2.

4. Application: Challenge the Status Quo
You are so close to being able to launch your project in the classroom! Throughout these modules, you have been completing the Project Template to document your design elements and teaching practices. Planning and organizing in advance is such an important step in executing a successful project in your classroom.

Below you will find additional resources to support strategies for student presentation, reflection, and assessment.

Public Product
Project based learning typically culminates in some type of publicly shared project. Your students have the opportunity to bust through the four walls of the classroom to reach a much wider audience. "Share your work" should extend beyond the classroom teacher for greater impact.

Read the articles below to learn how various publishing options can challenge the "share your work" status quo:
- "Project-based Learning and Presentations" from Creative Educator
- "Beginning With the End in Mind: Making Project Products Clear to Students" from PBL Works
- "The Keys to High Quality PBL: Public Products and Presentations of Work" from GettingSmart
- "Public Products in PBL: Discussability" from Al Summer Consulting

Consider the project you have been developing for your students and possible presentation options. Identify 3 possible ways your students could present their project to their peers, school, and community. For each of your ideas, include a presentation tool (i.e. PowerPoint, video, physical display, podcast, etc.) and the target audience. If you are considering sharing these projects outside of your classroom, how will you ensure these reach a wide audience? If you are considering using technology tools, how will you include instruction on using those tools?

You can use the template below to document each of your presentation ideas or simply write down ideas in a notebook:

Publishing the Project

Once you have explored your publishing options, complete the Public Product section of your Project Template. The Project Template is located in the Note box at the top of Module 2.

All coursework is to be completed in the Teaching Channel online environment.

Reflection and Revision
Providing students an opportunity for reflection is a critical step in project based learning. Read "Making Time for Reflection in Our Projects" from PBL Works and "The Power of Reflection in PBL" from PBL Works to learn about the value of reflection and some strategies to incorporate into your project. When you are ready, please complete the Reflection and Critique and Revision sections of the Project Template.

Assessment of Learning
- Assessing project based learning can be challenging because students may be working on different tasks or skills at different times. It's important to plan with the end in mind and understand the skills and standards you are assessing.
- Watch this video for some inspiration:

Now read these two assessment-focused articles by PBL expert, Jennifer Pieratt, for some advice in setting up rubrics for project based learning:
- "How to Create a Project Based Learning Lesson" by Jenny Pieratt from Cult of Pedagogy
- "Project Based Learning: Assessment and Other Dirty Words" by Jennifer Pieratt from The Teaching Channel

Need more help with your rubric? Take a look at the sample rubrics below, all from Buck Institute for Educators. Use them for inspiration as you consider how you'll assess your students' work.
- Critical Thinking for Project Based Learning
- Creativity and Innovation Rubric
- Collaboration Rubric
- Secondary Presentation Rubric
- Middle-Level Presentation Rubric

When you are ready, complete the Assessment of Learning section within the project template. The Project Template is located in the Note box at the top of Module 2.

Now that you have developed the main steps and design strategies:
- Complete any remaining Project Template sections. The Project Template is located in the Note box at the top of Module 2.
- Submit the completed Project Template for this application when you are ready to submit your work for this module

5. Reflection
In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:
- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

All coursework is to be completed in the Teaching Channel online environment.

And your choice of *one* of the following:
- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.