Independent Study Online Course Syllabus

Course Number: TEC 966
Course Title: Project-Based Learning Using Technology

X Online □ Distance Learning

Instructor: Linda Jacobsen & Glenn Williams, Ed. D.
Phone and Fax number: 559-434-1142
Email: kljacobsen@sbcglobal.net
Contact address: 1510 E. Fox Glen, Fresno, CA 93730

Units: 3
Grade Level: K-12

Course Description

Prepare your students to be successful in the real world. Help them with their future career paths by having them work in a Project-Based Learning using Technology (PBL) environment. Project-Based Learning using Technology is using modern tools to discover new knowledge and effectively present ideas to others. In this class, you will learn how to design and implement Project-Based Learning using Technology units of study that will motivate your students to do online research, multimedia authoring, writing, collaboration, and public speaking. Using PowerPoint or similar software, your students will make an oral multimedia presentation that addresses a realistic problem that you design for their grade level. Project-Based Learning using Technology is a valuable cross curricular course for learning to use and implement lessons that support the Common Core State Standards along with ISTE NETS.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.
Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Common Core State Standards

The anchor standards listed below are some of the many standards supported by this course.

Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Primary Learning Objectives

Students will develop the skills needed to learn to teach Project-Based Learning using Technology lessons that integrate into a standards-based curriculum.

More specifically:

1. Students will identify the components of PBL. (I, III)
2. Students will locate grade level appropriate uses of PBL on the Internet. (III, IV, V)
3. Students will create effective PBL lesson scenarios designed to meet the needs of their own students. (I, IV)
4. Students will develop grading rubrics using authentic assessment. (I, II, III, IV)
5. Student will create lessons using PBL that identify and utilize a variety of content area standards. (I, II, III, IV)
6. Students will identify the multiple skills required for students to be successful in a PBL unit of study. (I, II, III, IV)
7. Students will provide critical analysis of lessons taught using PBL. (II, IV, V)
8. Students will develop ideas for future lesson plans using PBL. (I, II, V)

National Standards for Teachers

The projects contained in this course are closely aligned to the ISTE National Educational Technology Standards (NETS). Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:

I. Creativity and Innovation
II. Communication and collaboration
III. Research and information fluency
IV. Critical thinking, problem—solving and decision making
V. Digital citizenship
VI. Technology operations and concepts

National Standards for Students:

- Students demonstrate creative thinking, construct their own knowledge and develop innovative products and processes using technology.
- Students use digital media and environments to communicate, work collaboratively to support individual learning and contribute to the learning of others.
- Students apply digital tools to gather, evaluate, and use information.
• Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
• Students demonstrate a sound understanding of technology concepts, systems, and operations.

Course Materials
Students will be using the Internet for research and documents accessed from Moodle. Atomic Learning is available for teachers that need support for using specific programs.

Course Requirements
To receive credit for this course teachers must earn a grade of "A" or "B". Assignments will be sent through the FPU Moodle.

1. Using the Internet as a research tool, students will locate five web resource sites that support using PBL in their classroom and write a brief summary for each site. This assignment will be sent to the course instructor through the FPU Moodle (10 points).
2. After viewing samples of scenarios used for PBL, students will create or adapt their own scenario they can use with their students. The scenario will address all of the basic elements including problem structure, authenticity, curricular relevance, learner relevance, ways and means, and thinking requirements. This assignment will be sent to the course instructor through the FPU Moodle (20 points).
3. After viewing samples of rubrics used for PBL, students will create or adapt their own rubric that addresses the following areas: age, categories, levels, usability, and feedback. This assignment will be sent to the course instructor through the FPU Moodle (10 points).
4. Students will create and implement a standards-based PBL unit of study. The unit of study will include a rubric, timeline, ISTE standards addressed, and curriculum standards. The lesson will be implemented with students and/or reviewed by other educators. This assignment will be sent to the course instructor through the FPU Moodle (20 points).
5. Students will use their reflective skills to write an evaluation of their unit of study including ideas on how to improve the lesson. This assignment will be sent to the course instructor through the FPU Moodle (10 points).
6. Students will demonstrate their knowledge of how PBL can be used in the classroom by posting two idea for a future PBL units of study on Moodle Forum. (10 points)
Schedule of Topics and Assignments

Students will complete the assignments in the order they are listed in the Course Requirements section. Students will submit their work after assignment.

Grading Policies and Rubrics

The final grade is based on points accumulated from the five course projects as follows:

- 90-100 points = letter grade A
- 80-89 points = letter grade B

To earn a grade of “Credit” a minimum of 80 points must be earned. Course work falling short of 80 total points will not receive credit. The assignment of project points is at the discretion of the instructor based on the quality of each project submitted.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>No Credit</th>
<th>To Earn a B or credit</th>
<th>To earn an A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Response</strong></td>
<td>Using FPU Moodle to upload their assignment, students submit their answers to the Reading Response assignment but do not adequately answer three or more of the questions. Points earned &lt; 16</td>
<td>Using FPU Moodle to upload their assignment, students submit their answers to the Reading Response assignment adequately answering all but two of the questions. Points earned = 16</td>
<td>Using FPU Moodle to upload their assignment, students submit their answers to the Reading Response assignment adequately answering all of the questions. Points earned = 20</td>
</tr>
<tr>
<td>20 points possible</td>
<td>____ earned points</td>
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</tr>
<tr>
<td><strong>Research Assignment</strong></td>
<td>Students upload to course instructor on FPU Moodle their response to the Research Assignment and include less than four lessons with the following: Students upload to course instructor on FPU Moodle Title of the lesson Scenario or lesson description Content area(s)</td>
<td>Students upload to course instructor on FPU Moodle their response to the Research Assignment and include four lessons with the following: Title of the lesson Scenario or lesson description Content area(s) Source of the lesson Points earned = 8</td>
<td>Students upload to course instructor on FPU Moodle their response to the Research Assignment and include at least five lessons with the following: Title of the lesson Scenario or lesson description Content area(s) Source of the lesson Points earned = 10</td>
</tr>
<tr>
<td>10 points possible</td>
<td>____ earned points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Number and Title: TEC 959 Project-Based Learning Using Technology
Instructor: Linda Jacobsen and Glenn Williams, Ed. D.
Date of Revision 5/17/16

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
<table>
<thead>
<tr>
<th>Source of the lesson</th>
<th>Scenario</th>
<th>Rubric</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points earned &lt; 8</td>
<td>Addressing the Scenario Assignment, students create or adapt a scenario that they will use with your students in a PBL unit of instruction. The scenario address four or less of the Seven Keys to Scenarios that Work. Problem Structure Academic Standards Authenticity Curricular Relevance Learner Relevance Ways and Means Thinking Requirements This assignment is to be uploaded to the course instructor using the FPU Moodle server. Points earned &lt; 16</td>
<td>Addressing the Scenario Assignment, students create or adapt a scenario that they will use with your students in a PBL unit of instruction. The scenario addresses all but one of the Seven Keys to Scenarios that Work. Problem Structure Academic Standards Authenticity Curricular Relevance Learner Relevance Ways and Means Thinking Requirements This assignment is to be uploaded to the course instructor using the FPU Moodle server. Points earned = 16</td>
<td>Addressing the Scenario Assignment, students create or adapt a scenario that they will use with your students in a PBL unit of instruction. The scenario addresses all of the Seven Keys to Scenarios that Work. Problem Structure Academic Standards Authenticity Curricular Relevance Learner Relevance Ways and Means Thinking Requirements This assignment is to be uploaded to the course instructor using the FPU Moodle server. Points earned = 20</td>
</tr>
<tr>
<td>Points earned = 8</td>
<td>Following the Rubric Assignment, a student creates a rubric addressing all but one of the following elements: Age appropriate Standards based Categories Multiple levels Usability Feedback This assignment is to be uploaded to the course instructor using the FPU Moodle server. Points earned = 8</td>
<td>Following the Rubric Assignment, a student creates a rubric addressing all but one of the following elements: Age appropriate Standards based Categories Multiple levels Usability Feedback This assignment is to be uploaded to the course instructor using the FPU Moodle server. Points earned = 10</td>
<td>Following the Rubric Assignment, a student creates a rubric addressing all of the following elements: Age appropriate Standards based Categories Multiple levels Usability Feedback This assignment is uploaded to the course instructor using the FPU Moodle server. Points earned = 10</td>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
<th>Possible Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>20</td>
<td>Sample Lesson Plan assignment. Their responses are uploaded to the course instructor using FPU Moodle. Points earned &lt; 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students do not answer two or more of the questions to the Reflection assignment. Their responses are uploaded to the course instructor using FPU Moodle. Points earned &lt; 8</td>
</tr>
<tr>
<td>Reflection</td>
<td>10</td>
<td>Students do not answer two or more of the questions to the Reflection assignment. Their responses are uploaded to the course instructor using FPU Moodle. Points earned &lt; 8</td>
</tr>
<tr>
<td>Future Lessons</td>
<td>10</td>
<td>From the Future Lessons assignment, student posts less than two ideas for future PBL lessons. The assignment is posted on the FPU Moodle Forum. Points earned &lt; 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From the Future Lessons assignment, student posts two ideas for future PBL lessons. The assignment is posted on the FPU Moodle Forum. Points earned = 10</td>
</tr>
</tbody>
</table>

**Student:**

<table>
<thead>
<tr>
<th>Total Earned Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B/credit = 80-89 points</td>
</tr>
<tr>
<td></td>
<td>A = 90-100 points</td>
</tr>
</tbody>
</table>

**Instructor/Student Contact**

Instructor will communicate online with students through online office hours, (chat), discussion boards and email. Feedback on student assignments will be given through the Moodle grade book tool. If you have any questions regarding course assignments, please check the “Frequently Asked Questions” forum in the introductory module. If you don’t find the answers there, please post your question, and the instructor will get back to you within 48 hours.

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References

www.cyberquest.org
http://cte.umdnj.edu/active_learning/active_pbl.cfm
http://www4.nau.edu/eeop/aqcp/pbl_resources.asp

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
</tbody>
</table>
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: | Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: | Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: | Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| Reflection: | Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement. |
| Critical Thinking: | Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations. |
| Moral Reasoning: | Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view. |
| Service: | Students will demonstrate service and reconciliation as a way of leadership. |
| Cultural and Global Perspective: | Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems. |
| Quantitative Reasoning: | Students will accurately compute calculations and symbolic operations and explain their use in a field of study. |
| Information Literacy: | Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |