



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: The Capstone and Project Based Assessment Movement

Course Description:

This course will examine the exciting and developing educational platform of “Project-based Capstone” According to Edglossary.org, “capstone projects are often an extension of more systemic school-improvement models or certain teaching philosophies or strategies, such as 21st century skills, community-based learning, proficiency-based learning, project-based learning, or student-centered learning, to name just a few.” Learn about the history, benefits and implementation of adopting a “project based capstone” platform for all education levels. Discover the foundations of creating such a transformative platform, the role and philosophies of assessment and evaluate small and large scale programs already at work.

Overall Course Objective and Expectation(s):

This course will give teachers the insight, skills and knowledge to help design and implement project based capstones in order to see the dramatic and positive impact such a creative instructional, engaging and student focused platform can have on students’ success. Participants will ultimately create a PBL/Capstone project outline including the essential elements needed for a successful experience.

http://www.bie.org/object/document/pbl_essential_elements_checklist

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher’s own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s): Introductions, History, Philosophy, Justification, 21st Century Skills/Community and Career Connections

Objectives:

Participants will:

- Explore the history of and understand the impact of project and task-based learning
- Discuss the advantages and disadvantages of PBL and the related implications for student achievement
- Identify the 21st Skills that PBL addresses
- Brainstorm target audience and community connections

Impact on Classroom Instruction:

Through PBL, students interact with adults, businesses and organizations, and their community, and can work on developing career interests and “college and career readiness 21st century skills”. PBL projects lead to deeper understanding and greater retention of content knowledge. Students are better able to apply what they know to new situations.

Learner Outcomes:

“Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning” (Strobel & van Barneveld, 2009; Walker & Leary, 2009).



Week II

Topic(s): Inquiry, Questioning, Project based vs. Problem based Learning, Standards, Capstone

Objectives:

Participants will:

- Explore the importance of inquiry and questioning in education
- Differentiate between problem based and project based learning
- Explore and evaluate capstone projects
- Be able to align goals and objectives of PBL with state and local standards for learning

Impact on Classroom Instruction:

The authenticity of PBL allows students to voice their personal interests, concerns, or issues that are significant parts of their lives. Students can solve problems that are important to them and their communities all starting off with a driving (essential) question(s).

Learner Outcomes:

Participants will create rigorous, project-based learning opportunities for students that are relevant, personalized, and engaging in order to invigorate classroom instruction, promote student engagement, lifelong learning, and create globally competitive graduates.



Week III

Topic(s): Considerations and Design, Research, Credible Sources, Assessment, Technology

Objectives:

Participants will:

- Provide students with the skill to refine research and evaluate resources
- Be able to develop formative and summative assessments for monitoring and evaluating PBL unit and student outcomes
- Design project and task-based assessments
- Explore the spectrum of technology tools from research and collaboration through product creation and presentation that connects to PBL

Impact on Classroom Instruction:

All students (special needs, gen ed, ELLs, gifted) enjoy using a variety of instructional and tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find “credible” resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world. No matter what part of the PBL experience educators and students are working on formative assessment is necessary to help determine if learning goals and targets are being met and from there what guidance needs to happen.

Learner Outcomes:

Further research will help educators, policymakers and practitioners determine whether the promise of PBL can be realized, which PBL models are most effective, and how their use can align to standards, technology, and assessments.



Week IV

Topic(s): Final Assignment, Challenges, Pushback, Remaining Questions, Professional Development, Reflection

Objectives:

Participants will:

- Learn how to develop meaningful learning experiences that embed brain-based direct instruction, inquiry and active knowledge construction for the students they teach (elementary, middle or high school) using PBL
- Describe challenges of incorporating PBL address any concerns about incorporation of such
- Reflect on learning and goals set in Week 1

Impact on Classroom Instruction:

PBL provides students with an opportunity to apply the knowledge and skills acquired in their courses to research answers to specific problems, issues, questions about a chosen topic and demonstrate their proficiency in written, visual, artistic or oral communications and presentations allowing the students to be engaged while working on “college and career readiness” skills. It also presents challenges that need to be addressed. Reflection is key.

Learner Outcomes:

Participants will address the “yeah buts” of PBL (time, standards, assessments, collaboration, control) as well as present personalized project outlines, peer review fellow participants project outlines and reflect on course goals.