

LINC 58: GLOBAL PROJECT-BASED LEARNING

Foothill College Course Outline of Record

Heading	Value
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; basic skills and knowledge using Web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 224.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Analyze projects and identify exemplary examples of Internet based PBL including best practices, design
- Connect and collaborate with other teachers around the world to plan and implement projects
- Define project based learning (PBL) including history, terminology, components, uses, instructional design models

Description

Intended for educators (K-14) who want to develop understanding and competencies in using the 21st century skills strategy of global project-based learning to create powerful, culturally diverse learning environments. Teachers and students connect globally via Internet telecommunications software to work collaboratively on curriculum-based, real-world projects. Participants will create a project that engages students in learning curricular content.

Course Objectives

The student will be able to:

- Define project based learning (PBL) including history, terminology, components, uses, instructional design models
- Analyze projects and identify exemplary examples of Internet based PBL including best practices, design
- Connect and collaborate with other teachers around the world to plan and implement projects
- Design and develop a collaborative PBL project plan with 1-2 other teachers
- Implement the PBL project
- Evaluate the results of the project implementation

Course Content

- Define project based learning including history, terminology, components, uses
 - Definition
 - History
 - Terminology
 - Components
 - Uses
 - Models
- Analyze projects and identify exemplary examples of internet based PBL including best practices, design
 - Examine global projects which utilize such internet tools as email pen pals, virtual field trips, webquests, and other resources
 - Identify and evaluate academic content standards and 21st century skills in global projects
 - Evaluate joining an appropriate existing project
- Connect and collaborate with other teachers around the world to plan and implement projects
- Design and develop a collaborative PBL project plan with 1-2 other teachers
 - Modifying a project to meet classroom needs
 - Planning the project for classroom use
 - Outlining the project
 - Refining the project
 - Submitting the plan for peer feedback
- Implement the PBL project
 - Plan for implementation
 - Coordinate resources
 - Setup and test technology components
 - Conduct the project
 - Collect evaluation data
- Evaluate the project
 - Analyze evaluation data
 - Determine results and report
 - Refine the project and implementation methods

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
- When taught via the Internet: Students must have current email accounts and/or ongoing access to computers with email software, web browsing capability, and access to the World Wide Web.

Method(s) of Evaluation

The student will demonstrate proficiency by:

- Developing an integrated student-centered, technology enhanced PBL project plan and rubric assessment of project plan
- Presentation of the project to peers
- Participation in a global project-based learning project
- Making constructive contributions to class discussions

Method(s) of Instruction

During periods of instruction the student will be:

- A. Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
- B. Participating in facilitated discussions of live presentations, readings or video presentations
- C. Presenting in small group and whole class situations

Representative Text(s) and Other Materials

Larmer, John, John R. Mergendoller, Suzie Boss, and Buck Institute for Education. [Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction](#). Washington, D.C.: Association for Supervision & Curriculum Development, 2015.

Teacher assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by email and on the World Wide Web, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Writing assignments include an instructional design plan, peer evaluations, and critical analysis of educational PBL projects, technology tools, systems, or processes.
- B. Outside assignments include conducting project development, writing the instructional plan, reading, and participating in online peer collaboration activities.

Discipline(s)

Instructional Design/Technology