COURSE NAME and ID Number
Introduction to Project Based Learning Experiences, ID#

DOMAIN
SOEE Directed Study Portfolio

COURSE STATEMENT
Create a rigorous, high quality, and engaging project-based learning unit

COURSE DESCRIPTION
Looking for ways to engage your students? Project Based Learning (PBL) is a popular instructional model that connects academic skills with real world learning. Additionally, it teaches life skills such as collaboration, communicating effectively, and critical thinking. In this course you will study high quality PBL models and create an engaging, rigorous Project Based Learning unit to use in your own classroom.

LEARNING OBJECTIVES
Upon successful mastery of this course, you will be able to:
● Define the term "project based learning"
● Identify the elements of a high quality project based learning experience
● Connect academic standards to real world context
● Create an open ended, complex essential question to guide the project
● Create authentic formative and summative assessments to evaluate learning
● Plan an exhibition of student work

DEMONSTRATING MASTERY: A TWO-STEP PROCESS

Step One: Learning and Understanding
This course is broken down into **Learning Objectives** and related **Topics**. For each objective, you will participate in Learning Activities designed to enhance and reinforce understanding. **Learning Activities** include Interactive Discussions, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

Competency Structure
The table below details the Learning Objectives along with their corresponding Topics.

Module	Topics
What is Project Based Learning?	● PBL Explained ● Elements of a Well Crafted PBL Experience
High and Low Quality PBL Units	● High vs. Low Quality Projects ● Zoom In on a Model Project
Linking Standards and Context	● Start with the Standards ● Putting the Learning in Context
Driving Projects with a Strong Question	● Essential vs. Driving Questions ● Craft your Essential or Driving Question
Aligning Assessments	● Matching Learning Goals to Deliverables ● Assessing the Deliverables
Exhibitions of Student Work	● Assess and Celebrate Learning ● Planning and Exhibition

Step Two: Final Assessment
Once you have successfully progressed through the Learning Activities, you are ready to demonstrate that you have mastered the course. In order to demonstrate mastery, you must be evaluated as proficient or exemplary on each rubric category for the corresponding performance-based assessment (paper, presentation, project, etc.). Please note that submissions may be checked for plagiarism.

STUDENT RESOURCES

Brandman Online Library Resources
Brandman University provides comprehensive online library services including access to books, journals, databases, and other resources. Librarians are available via email and phone to provide support. Students can access the library directly when logged into their courses.

Writing and Math Help
Brandman's Online Writing and Math Center (OWMC) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

Netiquette
Communicating in an efficient and respectful manner is critical to the learning process. Please view the following clip which provides netiquette guidelines:

http://www.youtube.com/watch?feature=player_embedded&v=6dRoclqDJh0

Standards of Academic Integrity

Academic integrity is a core Brandman University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found in the policy link below.
http://www.brandman.edu/current-students/resources/catalogs

Americans with Disabilities Act Statement

Brandman University is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current Brandman University Academic Catalog.
http://www.brandman.edu/current-students/resources/catalogs