EDUT 4370 Project-Based Instruction, Fall 2015  
(Th 9:30-12:10, Innovation Academy)

Instructor Information: Michael Odell, Ph.D.  
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Indication of best way to contact the instructor: Phone and Email

Course Catalog Description:  
Foundations of project-based, case-based, and problem-based learning environments; principles of project based curriculum development in mathematics and science education; classroom management and organization of project-based learning classrooms. Thirty hours of field experience are required for this course.  
Pre-requisite: EDUT 3371

Student Learning Outcomes & Assessments:  
1. The student will be able to discuss, critique, and reflect on the applications of project-based instruction as it relates to teaching and learning.  
2. The student will be able to prepare, implement, and reflect on instructional lesson planning addressing both teacher directed and inquiry-based inclusive of evidence promoting equitable and diverse participation.  
3. The student will be able to describe, evaluate, and use various instructional technologies relevant to the mathematics and science classroom.  
4. The student will be able to collaboratively develop and implement mini-project-based activities with middle to high school students in a real world setting with.  
5. The student will be able to collaboratively develop a 3-4 week project-based integrated unit and display the project in a web-based environment.  
6. The student will be able to describe and develop multiple assessment items and procedures addressing standards based objectives.  
7. The student will successfully complete 30 hours of field inclusive of at least two classroom observations of planned lessons.

Evaluation and Grading  
Professional Article Discussions (Flipped Assignments) 30%  
Interviews and Observation Paper 10%  
Field Teaching Papers 20%  
Classroom/Online Participation/Attendance 10%  
Final Project 30%  
TOTAL 100%

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 0-59%  

NOTE: I expect that for every hour spent in class, two hours should be spent outside of class reading and working on assignments.

Related Field Experiences:  
A student must successfully pass field in order to pass this class. Passing field is based on the following factors:  
1. Completion of 30 contact hours  
   a. 2 observations  
   b. 2 individual teaches  
   c. active participation in classrooms  
   d. active participation in PBL planning meetings  
2. Observable improvements in implementation of prepared lessons.  
   (Minimum of TWO university supervisor observations)
Teaching Strategies:

1. Professional Article Discussions: The student will be required to read the required professional articles and provide a reflection on theses using the discussion board in Blackboard.

2. Interviews and Observations Paper: During the course of the semester, you will be required to conduct one teacher interview with your mentor teacher, one student interview with a group of students along with two official observations of your mentor teacher’s classroom as they conduct workshops connected to a PBL. The student will also be required to reflect on his/her experiences in traditional schools and compare and contrast the teaching strategies, environment and students with the assigned classroom at the Innovation Academy. You will be required to summarize and critique the results of these interviews and observations in a paper structured by the planning, implementation, and reflection of the practices of the observed classroom teacher and students. The final paper should be 3-5 pages and submitted through email no later than February 26th.

3. Field Teaching Paper: The student will be required to individually teach two complete workshops during their field experience that are directly related to their mentor teacher’s current project. In order to do this, students will need to plan time to meet with the teachers during their PBL planning time. The student will need to make sure to establish their teaching times with the mentor teacher as well as Mrs. Pedersen. The Field Teaching Papers will have the student reflect on the areas of preparation for the workshops, implementation of the workshops, and reflection of the workshops that were taught. Submission will be done through email. Field Teaching Paper #1 is Due March 26th and Field Teaching Paper #2 is due April 30th.

4. Online and in-class Participation/Attendance: The student will be required to complete online discussions, participate in in-class discussions and attend class regularly. Active participation through Blackboard is imperative.

5. Final Project: Each student collaboratively prepares a Project-Based Instructional unit to be taught in the secondary class of their choice. It is required that the unit be prepared to meet curricular objectives and state and national standards. Groups will present their project designs using the guidelines and rubrics attached during their Finals. All information related to the PBI unit will be constructed within a website. All components of the project must be made available through this website. Assessment of this project and its components will be made from the information and resources found on the created website.

Required Readings:

Internet Resources:
Course Policies (attendance, make-up assignments, etc.)
All assignments are due on or before the dates provided in the Topical Outline. Each assignment must be type written and submitted in Blackboard. No email attachments will be accepted. **Ten percentage points** will be subtracted from your assignment score for each calendar day the assignment is late. Assignment dates may be moved to later (but not earlier) scheduled dates during the course of the semester. All exam dates are final. If an exam is not taken due to a documented illness, funeral, or other university related activity, then a makeup date must be scheduled with the professor. Note that the Blackboard program SafeAssign will be used during the semester to make sure no assignment has been plagiarized. This program will check your assignment against their database of resources then produce a percentage match. This percentage will tell me how much of your assignment matches the resources available. Each student may submit his or her assignments as drafts prior to final submission to check this percentage.

Course Rationale from UTeach Austin:
“Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Students learn fundamental science and mathematical concepts and principles that they apply to their daily lives. Project-based instruction promotes equitable and diverse participation and engages students in learning.”

Course Description from UTeach Austin:
PBI has three essential components:
• Theory-driven perspective: Students learn about how people learn and how project-based instruction may be among our most informed classroom learning environments for bridging the gap between theory and practice.
• Instructional Development: Technological and pedagogical content knowledge are developed as UTeach students work toward the design of project-based units. Competency is continually built as students read about and discuss the principles of PBI; reflect on observations of project-based learning environments in high school settings; and incorporate what they are learning into the design of problem-based lessons and ultimately, an entire project-based unit.
• Field Experience: An intensive field component includes observation of well-implemented project-based instruction in local schools as well as implementation of problem-based lessons with area secondary students on a study field trip.

Perspective from UTeach Austin:
A major hurdle in implementing project-based curricula is that they require simultaneous changes in curriculum, instruction and assessment practices – changes that are often foreign to students as well as practicing teachers. In this course we will develop an approach to designing, implementing and evaluating
problem- and project-based curricula and processes for PBI curriculum development that has emerged from collaboration with teachers and researchers. Previous research has identified four common design principles that appear to be especially important: (1) Defining learning appropriate goals that lead to deep understanding; (2) Providing scaffolds such as beginning with problem-based learning activities before completing project; using “embedded teaching”, “teaching tools” and set of “contrasting cases”; (3) Including multiple opportunities for formative self assessment; (4) Developing social structures that promote participation and revision. We will first discuss these principles individually and then compare them to other design principles suggested by other groups involved with project-based instruction.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For spring 2014, the Census Date is January 27th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 27th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to
contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using, during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19
PART 7
CHAPTER 247
RULE §247.2

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) **Ethical Conduct Toward Professional Colleagues.**

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) **Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.
The School of Education has worked out an agreement with Certify Teacher to provide you with additional online TExES preparation resources for your content area(s) and the PPR TExES exams for a minimal cost. Certify Teacher provides online support in many ways: test taking tips, two different types of study modes, exam modes, flashcards and more. This program evens times your work in the session so you can earn a certificate documenting your six hours of TExES Preparation.

We have worked out an agreement with Certify Teacher where you get a greatly reduced rate (over 50% off) to access resources for your content area and the PPR. (With this reduced pricing, your cost for most tests will be $25 per test.) Here are the steps to get access to the Certify Teacher Materials.

How Does It Work?

1. Go to http://www.certifyteacher.com
2. Select the study guide you need* – make sure to select the online version option – access is granted every 30-35 days up to three years or until you receive a passing grade from the state. You just have to click on your renew button to continue your access to the tests for which you select.
3. Select Login under the Apply Promo Code option in the My Shopping Cart page
4. You will be asked to create an account – make sure to create an account using your patriots.uttyler.edu email address – the promo code will not work for any other e-mail.
5. Enter the Promo Code TYLER4728 when prompted. The price will drop to the discount price after that.
6. Select Accept in the Six Clock-Hours Requirement window for your promo code to be validated.
   
   Note: If you do not agree to have your name added to the Control Panel by clicking Accept to the Six Clock-Hours Requirement, you will not get the discounted price. This is also how they track your time so you can get the certificate showing that you have completed six hours of TExES preparation.
7. Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete.
8. When you’re ready, click the Online Practice Exams tab at the top of the home page to access your solution. You will be able to study from any computer, iPad or mobile device connected to the Internet.

*Study guides are available for: Math 4 – 8, Science 4 – 8, ELAR 7(8)-12; History 7(8)-12, Science 7(8)-12, Educational Diagnostician, ESL-Supplement, PE EC-12, Special Education EC-12, Music EC-12, EC-6 Generalist, Math 7(8)-12, PPR, and the Bilingual Target Language Proficient Test-Spanish (download option only).

You will still have access to all the resources that the School of Education provides. You can find this on our TExES Information webpage (http://www.uttyler.edu/education/texes/index.php). This is just another additional resource available to you at a very economical price.