

OLTD 512 ePortfolio Reflection #1

OLTD Program Learning Outcome(s):

- Investigate and analyze alternatives to traditional mainstream models.
- Demonstrate an understanding of the purpose of design and demonstrate competency with design.
- Plan learning opportunities most suitable to particular environments.
- Use foundations of educational theory to develop and design learning activities and assessments.

Evidence:

Final Inquiry Assignment – Project Based Learning Unit Plan

OLTD 512 Final Inquiry Assignment

SUMMARY

Introduction

For my final inquiry assignment, I have chosen option B. I used the project-based learning (PBL) model to create an HTML & CSS unit for a Web Development 10 or Information Technology 11/12 course where students work in groups to create a real website for a client/user group that will be seen and used by people outside the class.

What is PBL and what draws me to the approach

What draws me to the PBL model is its potential to accomplish both the learning objectives of a particular course and the overarching core competencies of the curriculum all at once. I feel that it is a natural fit with the big ideas and learning standards of the new applied design skills and technologies (ADST) curriculum in BC which are based around the design process of defining, ideating, prototyping, testing, making, and sharing. It also presents a tremendous opportunity to incorporate the core competencies of communication, creative thinking, critical thinking, positive personal and cultural identity, personal awareness and responsibility, and social responsibility. A model that has the potential to touch on all of these aspects while providing students with opportunities for deep, meaningful learning is very attractive.

The basic tenet of project-based learning is that students work on a large project that address a real-world problem or answers a complex question. Students demonstrate their learning by developing a product or presentation which they make public to people beyond the classroom. The real-world

WEB DESIGN PBL UNIT PLAN

Scaffolding (2 weeks)

Before beginning the major project, students need to learn the basic skills required to design and code a simple website.

1. Basic Graphic Design Principals (3 classes)

Students will be introduced to the graphic design principals of typography, colour, layout & composition, images, and branding & identity. The class will watch videos on GCF Learn Free and have them to refer to when working on their project. Students will use these principals when creating the mock-up of their website and their actual website for their client. To practice these skills students will use Adobe Illustrator software to create a logo.

<https://www.gcflearnfree.org/beginning-graphic-design/>

2. HTML & CSS Coding Basics (5 classes)

Students will complete the HTML and CSS coding basics tutorials on Codecademy.org. Students will also be shown where to find other resources for coding their website such as w3schools.com. Students will create an account on github.com which is free cloud storage application for coding things such as websites from scratch.

<https://www.codecademy.com/catalog/subject/web-development>

<https://www.w3schools.com/>

<https://github.com/>

Reflection:

The piece of evidence I have chosen to support these learning outcomes my Final Inquiry Assignment on Project Based Learning that I created from May 26th to June 3rd 2018. For this final inquiry we were given the choice of three different assignments, I chose to research and plan a unit using an alternative learning design model. I chose to create a unit using the Project Based Learning (PBL) model because I feel that it is very applicable to the subject area I teach and I wanted to take this opportunity to create something that I could actually use in my teaching practice. In my assignment I explained why the PBL model interests me, outlined the basic tenets of PBL, compared it to the ASSURE Model, and created a PBL Web Design Unit for an Info. Tech. class.

In completing this assignment, I learned a great deal about the basic tenets of PBL are and the steps and essential elements involved in designing an effective project. By having students address a real-world

problem in an extended project that they will have to make public to people outside the classroom, PDL provides opportunities for students to develop a deep understanding of content and can be much more engaging than traditional assignments. When students have to make their project public they are likely to take more pride in their work as they know they will be held accountable by more than just their teacher. Project based learning also provides excellent opportunities for students to build success skills such as problem solving, creativity, teamwork, communication and responsibility that they will be able to transfer to post-secondary, career, and life situations. Completing this assignment has made me much more comfortable with the process and best practices of designing a good project. The strength of this piece of evidence is that it not only demonstrates my understanding of the PBL model, but I have also created a unit that I can actually use in my classroom.

The OLTD program outcomes that relate to understanding and using alternatives to traditional educational theories to design learning activities are very important to online educators. Many of the traditional design models were developed with the context of a face to face classroom in mind which can make them less than ideal for use in an online context. Have an understanding of alternative design models such as PBL and others that are more student centered and can be delivered in a more asynchronous environment gives online educators many more ways to engage their students. I believe that an inquiry/project-based approach is very well suited for teaching in an online context where the teachers role should be more of a facilitator who guides students and helps them to manage their time rather than being a conveyor of content. Inquiry/project-based learning provides opportunities for authentic learning activities with real-world context. These types of activities can lead to an increase in student motivation and engagement which can sometimes be an issue in online learning environments. Incorporating concepts of alternative learning design models such as PBL into an online learning environment could increase student learning, and interest in the content.