COURSE SYLLABUS

Introduction to Problem-Based Learning

Summer 2013

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Schedule: Tuesday and Wednesday, August 6 & 7, 2013 (8:00 a.m.-4:00 p.m.)

Location: Pulaski School District

ENROLLMENT OPTIONS:

<table>
<thead>
<tr>
<th>One (1) Graduate Credit</th>
<th>Noncredit</th>
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<tbody>
<tr>
<td>Course # ED &amp; HUD 795-6, 7411 (#0069D)</td>
<td>Program #0069ND</td>
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<tr>
<td>Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)</td>
<td>Prerequisite: None</td>
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Emphasis:
This course is designed to assist teachers in integrating the use of problem-based learning into new or existing instructional units. The result will be teachers reflecting upon newly learned skills and planning for how they intend on integrating these strategies into their curriculum.

Rationale:
Problem-based learning is an instructional model which allows students to develop lifelong learning skills including problem solving, collaboration, organization, and technology information skills. This instructional model is closely aligned with the Common Core State Standards.

Description:
Join us and learn about problem-based learning (PBL) -- an instructional model which allows students to develop lifelong learning skills including problem solving, collaboration, technology information, and critical thinking! Work individually or in small groups to explore existing PBL units that are age appropriate for the grade level and subject you teach. Three areas will be emphasized: designing the problem, facilitating learning groups, and assessing the process and product. The result will be a plan for integrating the use of problem-based learning into new or existing instructional units for the enhancement of student learning!
Goals:

1. Define problem-based learning and identify the key aspects of a quality task.
2. Reflection on new skills learned for teaching problem-based units.
3. Plan for the integration of problem-based learning into curriculum units to enhance student learning.

Required Readings and Videos for Graduate Students:

Note: All resources will be linked on the class site.

Videos:


Articles/Blog Posts:


Requirements and Evaluation for **Graduate Students:**

- Development of a problem-based learning task which meets all quality criteria. (40%)
- Written thoughtful reflection about the course sessions and of the required readings. (30%)
- Written plan on how you intend to integrate those skills into your curriculum through student projects and products. (30%) 

Requirements for **Noncredit Students:**

- Active and full participation in all course sessions. *A noncredit certificate of completion will be issued upon satisfaction of these requirements.*

Outline:

- Introduction to Problem-Based Learning
  - KWL
  - Overview of PBL
  - Why PBL?
  - Quality Task Attributes
  - Examples and Non-examples
- Review of quality task attributes
- Evaluate existing tasks
- Finding PBL tasks that match your curriculum
- Online readings and reflective discussions
- Share PBL tasks that match your curriculum
- PBL Frameworks: Big6, 4D’s
- Questioning Strategies for Coaching Students
- Assessment Strategies: Process, product, group dynamics, self/peer/teacher
- Develop PBL Task and Assessment Plan for unit
- Reflect on unit development process
- Share PBL Unit Plans
- Next Steps
- Complete KWL
- Course Evaluation
Wisconsin Standards for Teacher Development and Licensure:

3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

6. Teachers communicate well.
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Last updated February 26, 2013 - CL