

Handouts for

Designing Projects Students (and Teachers) Love

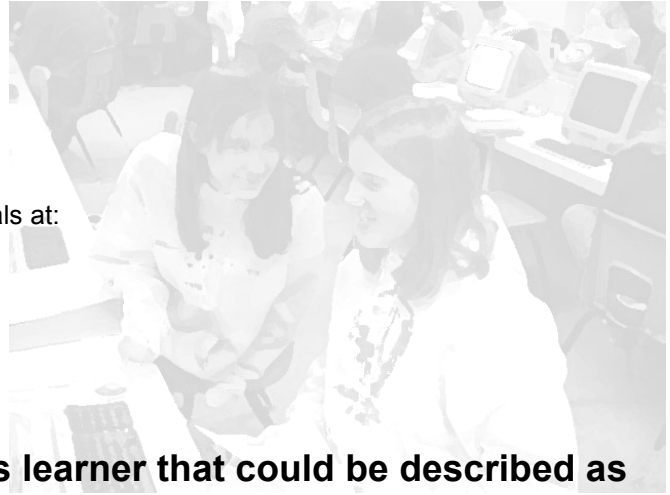
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These handouts are designed to be used with support materials at:
<<http://dougjohnson.wikispaces.com/designwksp>>



Describe one experience you have had as learner that could be described as “exciting or pleasurable.”

Do academic assignments that students and teachers really enjoy have any common characteristics - especially those that involve research and information skills?

Extrinsic and Intrinsic Motivation

Examples of extrinsic motivators:

Extrinsic: If you do this for me, I'll do that for you.

Examples of intrinsic motivators:

Intrinsic: I do this to please myself.

A Research Question Rubric: Not all research questions are created equal.

Level One: My research is about a broad topic. I can complete the assignment by using a general reference source such as an encyclopedia. I have no personal questions about the topic.

Elementary example: My research is about an animal.

Secondary example: My research is about the economy of a state.

Level Two: My research answers a question that helps me narrow the focus of my search. This question may mean that I need to go to various sources to gather enough information to get a reliable answer. The conclusion of the research will ask me to give a supported answer to the question.

Elementary example: What methods has my animal developed to help it survive?

Secondary example: What role has manufacturing played in a state's economic development?

Level Three: My research answers a question of personal relevance. To answer this question I may need to consult not just secondary sources such as magazines, newspapers, books or the Internet, but use primary sources of information such as original surveys, interviews, or source documents.

Elementary example: What animal would be best for my family to adopt as a pet?

Secondary example: How can one best prepare for a career in manufacturing in my area of the state?

Level Four: My research answers a personal question about the topic, and contains information that may be of use to decision-makers as they make policy or distribute funds. The result of my research is a well supported conclusion that contains a call for action on the part of an organization or government body. There will be a plan to distribute this information.

Elementary example: How can our school help stop the growth in unwanted and abandoned animals in our community?

Secondary example: How might high schools change their curricula to meet the needs of students wanting a career in manufacturing in my state?

Activity I

Choose a popular research topic from your school's curriculum (or use one from list). Work with your team to develop an assignment at each of the four levels of the Research Question Rubric.

Your topic (States, Diseases, Current event, Explorers, Presidents, Careers, The Constitution, Nutrition, Simple machines, Authors...)		
Level	Key attributes	Your Assignment
One	Asks for simple recall	
Two	Asks a specific question	
Three	Asks for personal response	
Four	Includes a call for action	

Activity II

Technology use can be exciting and motivating for students to use when completing an information literacy project. Choose a project that you currently have in your curriculum and brainstorm ways to incorporate technology into it in meaningful ways at each stage of the Big6 process. Note any special problems or student skills that may need to be taken into account when using the technology.

Big6 step	Technology uses	Cautions?
Task definition		
Seeking strategies		
Locate and access		
Use of information		
Synthesis		
Evaluation		

How might Web 2.0 tools like blogs, wikis, and social book marking sites contribute to the research process?

Your Multimedia Presentation Should Include the Following

Your group's task is to present a lesson to the class that tells why a specific even from early American History is still studied today.

Content:

- 1. In large bold print, label your presentation with both the location and the years of the event. Also, provide clues that locate your picture in time. For example show:
 - a) proper clothing
 - b) correct transportation
 - c) tools and weapons
 - d) people doing their daily work
- 2. Draw pictures of the key events. Clearly illustrate what happened in your area that was so important that we're still studying it today.
- 3. Include pictures of the main geographical features.
 - a) rivers, oceans, lakes
 - b) forests, deserts
 - c) mountains, canyons
- 4. Include symbols that were important to the people in your region.
 - a) religious symbols
 - b) job-related symbols
 - c) celebration or holiday symbols
- 5. Include important or famous people.
- 6. Include important or famous sayings or documents.
- 7. Cite the sources (3) of all information given.

Format:

- 8. A minimum of eight slides, each with a uniform background and layout style.
- 9. Easily seen and understood navigation buttons.
- 10. A logical organization and structure for the stack.
- 11. Readable text.
- 12. Clear graphics.
- 13. Sounds and movies used to add to the understanding of the topic. (extra credit)

Check off each box as you complete the items listed. After you have finished your stack, indicate your region and sign your names below.

Region or Colony _____

(student) (student)

(student) (student)

What might be added to this checklist?

Activity III

Let's take a break from education. You've just taken the job as a restaurant critic for the local paper. You need a tool to help you evaluate places you'll be dining. On the left below, list up to a dozen "quality indicators" for a good dining experience. (You may wish to pick only one area to evaluate such as food quality, service, atmosphere, cleanliness, etc.) On the right, prioritize the indicators to help determine the number of stars the restaurant deserves:

Quality Indicators:	Star rating
1.	To get ONE star the restaurant must have
2.	
3.	
4.	
5.	To get TWO stars the restaurant must have
6.	
7.	
8.	
9.	To get Three stars the restaurant must have
10.	
11.	
12.	
	To get Four stars the restaurant must have

Activity IV

Change is difficult for everyone. What are the three biggest challenges you face implementing some of the changes we talked about today? Use the large center boxes to state the challenge and then exchange your sheet with a neighbor who will fill in the smaller boxes with possible strategies for overcoming those challenges.

Challenge One

Challenge Two

Challenge Three