

Design-Based Learning (EDCP 471 301, 2018): Assessment

Participation (Ongoing) (30%)

Low-----Avg-----High
Appropriately and accurately prepares and participates in activities, readings discussions, reflections, etc. 1-----5.5-----10
Level of participation in activities and group work is high quality and professional, etc. 1-----5.5-----10
Demonstrates creativity, curiosity, enthusiasm, and in-depth exploration of DBL. 1-----5.5-----10
Total: / 30

Design Brief [DUE: 10 Oct 2018] (25%)

Use the Design Brief format given for this assignment. The Design Brief must be for a specific grade range (e.g., 6-8, 8-10), must involve a D&T challenge, and must be planned as part of a larger unit on Creative Problem-Solving or DBL. The design challenge can be either dynamic or static in nature. The Design Brief must be comprehensive enough to be self-sufficient. Create a unique design challenge OR rethink & redesign an existing challenge. (**Chapters 5 and 9**)

Unit Packet [DUE: 9 Nov 2018] (45%)

Prepare a DBL unit packet (e.g., Creative Problem-Solving) for a specific grade range (e.g., 6-8, 8-10) for a two week duration. The intention of a unit is to allow for depth while at the same time breadth in different areas. The key to a unit is planning. The most effective units entail a great amount of planning. Remember, the scale of curriculum increases as one moves from lesson plans and demonstrations to activities and projects and ultimately to units and courses. Units can be anywhere from 3 days to 3 weeks. They should involve a variety of activities, where some activities extend over more than one day. A unit plan is actually a collection of resources fro the teacher and students. A unit plan allows the teacher to proceed with confidence and foresight. The unit packet format (10 pages) provided below is comprehensive and recommended for planning:

1. Introduction to the Unit	
a. Unit Theme	The theme of your unit
b. Rationale for the Unit	Explain the value of the unit
c. Resources used in the unit	List all resources needed for the unit
d. Standards	Please refer to the <i>Standards for Technological Literacy</i> and BC performance standards
e. Motivational Activities	
2. Big Ideas	These represent the major concepts that will be taught. It is expected that from each Big Idea, several specific objectives could be pulled out. The BIs will cover the entire unit whether it is 3 design challenges or 10.
3. Competencies and Descriptions	Please refer to the BC curriculum core competencies for

	each of the activities. These come from the Big Ideas and represent the competencies that would be included on all of the lesson plans for the unit. They are more specific than the Big Ideas. Competencies should be assessable (Short-term or immediate objectives).
4. Introductory Activity	The main methods for teaching each BI while not as detailed as the instructional procedures in a lesson plan, they should contain key information. Example: Discussion questions should be included, design challenges should be spotlighted, example resolutions should be presented, role play scenarios should be explained, etc.
5. Developmental Activities	Activities necessary to resolving the design briefs, including special safety activities.
6. Three to Five Design Briefs	
7. Adaptations for Diversity	How will you adapt your classroom facility and content for students with diverse learning needs?
8. Daily Calendar	Scheduling activities and design challenges
9. Unit Evaluation/Culminating Activity	Evaluation activities and procedures
10. Bibliography / Resources	
11. Appendix	
a. Special Considerations	If any
b. Letter to the Parents	If necessary

Essential Characteristics of a Unit

1. It has wholeness and coherence across activities, modules, projects, lessons, etc.
2. It transcends subject matter boundary lines and provides for the integration of subjects.
3. It contains short and long-range objectives and learning experiences.
4. It provides a wide range of methods adaptable to learning styles.
5. It draws from current information as contrasted with textbooks containing information that may be dated.
6. It promotes cooperation, democratic planning and a wide range of insights. It is unified.

A unit is an intentionally designed, integrating, thematic organization of curriculum and knowledge through combinations of activities, demonstrations, discussions, modules, problems, and projects. An ADST unit is a thematic organization of design challenges, tools, machines, information and software, instruments and processes, and technologies. Units typically mean that existing activities or technical skills are "contextualized," or cast into a larger frameworks to provide unity.

Design Brief and Unit Assessment

Format: Use formats provided. Criteria for marking:

- Content: (Format, Comprehensiveness, Substance, Depth of Knowledge, Graphic layout and Appropriateness)
- Creativity: (Creativity in strategy, Presentation, Coherence)
- Originality

Component / Level	Redo (1-2)	Average (3)	High (4-5)	Total /45
Professional Quality ✓ Presentation of Content ✓ DeskTop Publishing ✓ Images + Text	<ul style="list-style-type: none"> • Quality is compromised • Materials look unprofessional 	<ul style="list-style-type: none"> • Quality is OK • Attempt to meet Standard 	<ul style="list-style-type: none"> • Extremely professional • High standard of quality for materials 	10
Format ✓ See formats	<ul style="list-style-type: none"> • Format is incomplete • Certain aspects are missing 	<ul style="list-style-type: none"> • Format is generally complete • Most aspects of format are OK 	<ul style="list-style-type: none"> • All aspects of format are outstanding • Format is clear and thorough 	10
Content ✓ Relevance ✓ Comprehensiveness ✓ Progressiveness	<ul style="list-style-type: none"> • Content is sparse • Content is inappropriate for Grade level 	<ul style="list-style-type: none"> • Content is adequate • Content is conventional 	<ul style="list-style-type: none"> • Content is very relevant and thorough • Content is fresh and exciting 	15
Resources ✓ Applicability ✓ Relevance ✓ Volume	<ul style="list-style-type: none"> • Few resources • Inappropriate resources 	<ul style="list-style-type: none"> • Resources are somewhat thoughtful • Adequate volume of resources 	<ul style="list-style-type: none"> • Resources are extremely thoughtful • Large volume of resources 	10