

# Preproduction

## Production

### Overview of the Week:

<b>Monday:</b>	Welcome, overview, expectations Getting to know each other Getting organized Pre institute survey My eCoach tutorial Bookmarking sites Project Samples Resource Page Project-based learning homework
<b>Tuesday:</b>	Effective uses of technology in schools Project-based learning activity Project-based learning homework
<b>Wednesday:</b>	PBL Review Project examples Curriculum mapping Project planning tools Project rationale Reflective practice Homework Blogger reflection
<b>Thursday:</b>	Introduction to the digital camera Image editing Luncheon with Franklin McKinley Collaborative for Higher Ed. Teachers Photography as reflective practice homework
<b>Friday:</b>	Enduring understandings Driving questions Standards Goals and Objectives High stakes testing homework

Week 1


**WEEK 1 Day 1 Monday, August 1, 2005**

**PRE-PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire:</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul>
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Activity	Time	Materials
Pictures of everyone	Ongoing	Student assistants with digital cameras
<p>Welcome, Logistics</p> <p><b>Expectations</b> for EWYL (PowerPoint)</p> <p>Getting to know you</p>	8:30-9:30	<p>EWYL 2004 Movie</p> <p>CA Media and Multimedia Festival Movie Clip Pages 1, 2</p> <p>Final Deliverables Samples</p> <p>Groups of c 4 on Chart paper: (with room for photos):</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Schools</li> <li>• Districts</li> <li>• Why you applied,</li> <li>• A little known fact about each person</li> <li>• Project ideas,</li> <li>• Group's expectations and goals for institute</li> </ul>
Binder Scavenger Hunt	9:30-10:00	<b>Page: 3</b>
<b>Break</b>	<b>10:00-10:10</b>	
Pre-institute Survey	10:10-10:30	<p><b>SurveyMonkey:</b></p> <p><a href="http://www.surveymonkey.com/s.asp?u=98351209245">http://www.surveymonkey.com/s.asp?u=98351209245</a></p>

Activity	Time	Materials
How to Save Work	10:30-11:00	<b>Setting up Server Folders</b> --Page 4 <ol style="list-style-type: none"> <li>1. General work- lastname_gen</li> <li>2. Project Web Page/Web site-first initiallastname</li> <li>3. Project Sample-lastnamesamp</li> <li>4. WebQuest Web site-lastnamewq</li> <li>5. Digital Movie-lastnamemov</li> <li>6. Poster-lastnameposter</li> </ol>
My e-coach	11:00-11:45	<b>Page 7 and Player Overview</b> <a href="http://www.my-ecoach.com/online/">http://www.my-ecoach.com/online/</a> (New Users Sign up Now <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a> Do the <i>Player Overview</i> tutorial
Bookmarking sites	11:45-12:30	<b>Page 8</b> <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a> <a href="http://ikeepbookmarks.com/">http://ikeepbookmarks.com/</a> <a href="http://www.backflip.com/login.ihtml">http://www.backflip.com/login.ihtml</a> <a href="http://trackstar.4teachers.org/trackstar/index.jsp">http://trackstar.4teachers.org/trackstar/index.jsp</a>
<b>LUNCH 12:30-1:00</b>		
Project Examples	1:00-1:30	Examples of CA Media and Multimedia Festival winning (and non winning) projects to generate ideas, show what is expected, etc. Participants will have the CA Media and Multimedia Festival rubric and will discuss the quality of the projects.
Resource Page Scavenger Hunt	1:30-2:15	<a href="http://linc.ca.campusgrid.net/home/EWYL+Resources">http://linc.ca.campusgrid.net/home/EWYL+Resources</a> Pages 5 & 6. (Share out some of the answers)
<b>Break 2:15-2:25</b>		
Project Plan and Projects Search  Look for projects similar to the project you are considering doing.	2:25-3:00	Page 9 <a href="http://linc.ca.campusgrid.net/home/Project+Pages">http://linc.ca.campusgrid.net/home/Project+Pages</a> EWYL Resources: <a href="http://linc.ca.campusgrid.net/home/EWYL+Resources">http://linc.ca.campusgrid.net/home/EWYL+Resources</a> My eCoaches' eLibrary: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a> Resources in My eCoach: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a> The EWYL Projects Page: <a href="http://linc.ca.campusgrid.net/home/Project+Pages">http://linc.ca.campusgrid.net/home/Project+Pages</a> SCORE: <a href="http://www.score.k12.ca.us/">http://www.score.k12.ca.us/</a> ThinkQuest: <a href="http://www.thinkquest.com">http://www.thinkquest.com</a> WebQuests: <a href="http://webquest.org/">http://webquest.org/</a>

Activity	Time	Materials
Wrap Up—My eCoach	3:00-3:30	<p><b>Homework:</b> Read one of the project-based learning articles in the Readings Section of the binder. Respond to the PBL Discussion in My eCoach (<a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a>)</p>
<p><b>Discussion Boards</b> </p> <p>• <b>All Community Boards</b></p> <p>Boards I've Recently Visited:</p> <ul style="list-style-type: none"> <li>• <b>EWYL</b>  <i>Latest posting: 06-28-04</i>  <i>By Linda Ullah</i>  <b>Day 1 PBL Discussion</b>  "Read one of the project-based learning articles in..."</li> <li>• <b>Teaching Practice</b></li> <li>• <b>Project Based Learning</b></li> </ul>		<ol style="list-style-type: none"> <li>1. Which article did you read and why did you choose this article?</li> <li>2. Reflect on your current teaching practice and the information in the article you chose to read.</li> <li>3. To what extent do you use project-based learning in your classroom now?</li> <li>4. How do you think project-based learning will change the way you teach?</li> </ol>
		<p><b>Respond to two other people's postings. Offer suggestions based on your perception/practice of project-based learning. Express your enthusiasm, fears, concerns, thoughts and suggestions.</b></p>

**WEEK 1 Day 2 Tuesday, August 2, 2005**

**PRE-PRODUCTION-- PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Produce Final Product</li> </ul>
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Activity	Time	Materials
<b>Finish Homework</b>	8:30-9:00	<p><b>Homework:</b> Read one of the project-based learning articles in the Readings Section of the binder. Respond to the PBL Discussion in My eCoach (<a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a>)</p> <ol style="list-style-type: none"> <li>1. Which article did you read and why did you choose this article?</li> <li>2. Reflect on your current teaching practice and the information in the article you chose to read.</li> <li>3. To what extent do you use project-based learning in your classroom now?</li> <li>4. How do you think project-based learning will change the way you teach?</li> </ol> <p><b>Respond to two other people's postings.</b> Offer suggestions based on your perception/practice of project-based learning. Express your enthusiasm, fears, concerns, thoughts and suggestions.</p>
Inspiration Tutorial	9:00-9:30	Inspiration Tutorial <a href="http://www.ewyl.net/tutorials/">http://www.ewyl.net/tutorials/</a>
<a href="#">NCREL's Framework for Effective Technology Use in Schools</a>	9:30-11:00	<p><a href="http://www.ncrel.org/engage/">http://www.ncrel.org/engage/</a></p> <p><b>Page: 10</b> (Inspiration Activity/PowerPoint/Word)</p> <p><b>Create a poster</b> advertising the conditions necessary for technology to be effectively integrated into the curriculum. The poster should NOT just be an inspiration diagram. It should be well thought out and designed. It should be something that could hang (for example) in the staff room at a school.</p>

Activity	Time	Materials
<b>Break</b>	<b>As needed</b>	
PBL activity <a href="http://www.lullah.com/pblwebquest/">http://www.lullah.com/pblwebquest/</a>	11:00-2:30 with break for lunch at 12:30 and afternoon break as needed	<b>Curriculum Guide Pages 11-13 and 14-19</b> <b>Readings Pages: PBL Section</b>  <a href="http://pblmm.k12.ca.us/PBLGuide/Guide/Steps.html">http://pblmm.k12.ca.us/PBLGuide/Guide/Steps.html</a>  <a href="http://linc.ca.campusgrid.net/home/EWYL+Resources">http://linc.ca.campusgrid.net/home/EWYL+Resources</a>  <a href="http://interactiveu.berkeley.edu:8000/YouthPlan/Filer/filetree/classdocuments/6aspbl.doc">http://interactiveu.berkeley.edu:8000/YouthPlan/Filer/filetree/classdocuments/6aspbl.doc</a>  <a href="http://www.project-approach.com/">http://www.project-approach.com/</a>  <a href="http://pblmm.k12.ca.us">http://pblmm.k12.ca.us</a>  <a href="http://www.4teachers.org/projectbased/">http://www.4teachers.org/projectbased/</a>  <a href="http://pblmm.k12.ca.us/PBLGuide/WhyPBL.html">http://pblmm.k12.ca.us/PBLGuide/WhyPBL.html</a>  <a href="http://www.bie.org/pbl/">http://www.bie.org/pbl/</a>  <a href="http://www.bie.org/pbl/">http://www.bie.org/pbl/</a>  <a href="http://www.ed.gov/Technology/TechConf/1999/whitepapers/paper3.html">http://www.ed.gov/Technology/TechConf/1999/whitepapers/paper3.html</a>  <a href="http://www.rmcdenver.com/useguide/pbl.htm">http://www.rmcdenver.com/useguide/pbl.htm</a>  <a href="http://www.techlearning.com/db_area/archives/TL/2003/01/project.html">http://www.techlearning.com/db_area/archives/TL/2003/01/project.html</a>  <a href="http://pblmm.k12.ca.us/topics_main.htm">http://pblmm.k12.ca.us/topics_main.htm</a>  <a href="http://pblmm.k12.ca.us/tier2/tier2info99/index.html">http://pblmm.k12.ca.us/tier2/tier2info99/index.html</a>  <a href="http://www.smcoe.k12.ca.us/pblmm/">http://www.smcoe.k12.ca.us/pblmm/</a>

Activity	Time	Materials
<b>LUNCH</b>	<b>12:30-1:00</b>	
<b>PBL PowerPoint presentations</b>	<b>2:30-3:15</b>	
Homework:  <a href="http://my-ecoach.com/">http://my-ecoach.com/</a>	3:15-3:30	<p><b>Curriculum Section Pages 14-20</b>  <b>Readings Section Tab #2; Project-Based Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Promising Practices in Project Based-Learning</i></li> <li>• <i>The Six A's—Criteria for Designing Projects</i></li> <li>• <i>A Passion for Projects</i></li> <li>• <i>What is Project-Based Learning</i></li> </ul> <p>Read <b>one</b> of the above articles on Project Based Learning (<i>one that you have not previously read</i>).</p> <p>4. In My eCoach answer the following questions:</p> <ul style="list-style-type: none"> <li>• Which element of Project Based Learning do you think will be the hardest for you to implement. Explain why you think this will be difficult?</li> <li>• How does your lesson, unit or project connect student learning to the real world?</li> <li>• How will you promote student collaboration?</li> <li>• What decisions will students make about what they learn and how they learn it? What decisions will you make?</li> <li>• How will you and your students assess student learning? How will you know that your students have met the objectives?</li> <li>• How long will it take to implement your lesson, unit or project?</li> <li>• How will technology be used to support and foster learning?</li> </ul> <p><b>Respond to two other people's postings.</b></p>

**WEEK 1 Day 3 Wednesday, August 3, 2005**

**PRE-PRODUCTION**

<p><b>GAGNE’S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
<p>Finish Homework:  <a href="http://my-ecoach.com/">http://my-ecoach.com/</a></p>	<p>8:30-9:00</p>	<p><b>Curriculum Section Pages 14-20</b>  <b>Readings Section Tab #2; Project-Based Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Promising Practices in Project Based-Learning</i></li> <li>• <i>The Six A’s—Criteria for Designing Projects</i></li> <li>• <i>A Passion for Projects</i></li> <li>• <i>What is Project-Based Learning</i></li> </ul> <p>Read <b>one</b> of the above articles on Project Based Learning (<i>one that you have not previously read</i>).</p> <p>4. In My eCoach answer the following questions:</p> <ul style="list-style-type: none"> <li>• Which element of Project Based Learning do you think will be the hardest for you to implement. Explain why you think this will be difficult?</li> <li>• How does your lesson, unit or project connect student learning to the real world?</li> <li>• How will you promote student collaboration?</li> <li>• What decisions will students make about what they learn and how they learn it? What decisions will you make?</li> <li>• How will you and your students assess student learning? How will you know that your students have met the objectives?</li> <li>• How long will it take to implement your lesson, unit or project?</li> <li>• How will technology be used to support and foster learning?</li> </ul> <p><b>Respond to two other people’s postings.</b></p>

Activity	Time	Materials
PBL Review	9:00-9:30	Instructors will show PBL PowerPoint and review key elements of PBL
More exemplary projects	9:30-10:00	More examples of exemplary projects from project CD
<b>Break</b>	<b>10:00-10:10</b>	
Mapping Curriculum using <b>Inspiration</b>	10:10-12:30	Pages 21 & 22 Participants will: <ol style="list-style-type: none"> <li>1. Map yearly curriculum</li> <li>2. Map curriculum for project thematically</li> </ol> Inspiration Tutorial (Graphic Organized section of Tutorials)
<b>Lunch</b>	<b>12:30-1:00</b>	
Review <a href="#">Planning guide template</a> And My eCoach ( <a href="http://my-ecoach.com/">http://my-ecoach.com/</a> ) <b>Builders</b> Link: Project templates  Discuss the project planning process. (We will work on each section as that part of the curriculum is taught.)  Make sure everyone is clear about the deliverables. Time will be allotted to explore My eCoach's Builders.	1:00-2:00	<a href="http://linc.ca.campusgrid.net/home/Project+Plan+Template">http://linc.ca.campusgrid.net/home/Project+Plan+Template</a> <b>Pages 48-52</b>  <i>**Participants will use EWYL Planning template to plan out projects in MS Word, BUT will ultimately post online project using one of the project templates in My eCoach.</i>  Participants should choose either the <i>Custom Project Builder</i> or the <i>Inquiry-based Project Builder</i> .  Review project templates. Discuss pros and cons of each and how they match with our planning guide. <i>Participants will turn in their planning guides at the end of the institute in MS Word AND will post an online project plan in My eCoach using one of their templates.</i>
Begin Project Plan	2:00-2:30	<i>Open EWYL Planning template in MS Word to begin planning your project and answer <b>Name of Project, Partner information</b> (include school, grade levels as well as names) and <b>Rationale ONLY</b>. We will work with the other parts of the plans as that part of the institute curriculum is taught.</i>
<b>Break</b>	<b>2:30-2:40</b>	

Activity	Time	Materials
<p><b>Reflective Practice</b></p> <p>Participants will work in groups of 4. Each group member will read one of the four short online articles on reflective practice. The group then discuss how reflection can improve their own teaching practice.</p>	<p>2:40-3:00</p>	<p>The Role of Reflection on Improving Practice:  <a href="http://www.sedl.org/pitl/pic/reflection.html">http://www.sedl.org/pitl/pic/reflection.html</a>            Topics for Teachers— Reflective Practice:  <a href="http://cstl.syr.edu/cstl/T-L/reflect.htm">http://cstl.syr.edu/cstl/T-L/reflect.htm</a>            Reflective Practice— What’s in it for you:  <a href="http://www.ukcle.ac.uk/resources/reflection/you.html">http://www.ukcle.ac.uk/resources/reflection/you.html</a>            Reflective Practice:  <a href="http://www.learningandteaching.info/learning/reflecti.htm">http://www.learningandteaching.info/learning/reflecti.htm</a></p> <p><b><i>Reflection Handout</i></b></p>
<p><b>Homework:</b>            Set up Blogspot            (<a href="http://www.blogger.com/">http://www.blogger.com/</a>)</p>	<p>3:00-3:30</p>	<p><b>Homework:</b> Read pages 14-19 in Week 1 Curriculum section of the binder.            In My eCoach respond to the reflection questions on page 20:            A Constructivist Approach</p> <ol style="list-style-type: none"> <li>1. Read the information on the SCANS Report, Constructivism, Multiple Intelligences, and Higher Order Thinking Skills.</li> <li>2. Answer the following questions.               <ul style="list-style-type: none"> <li>• How will your project meet your students’ learning styles and needs?</li> <li>• How will your project address higher order thinking skills?</li> <li>• How will your project address the skills business and industry tell us are important? (Collaboration, Decision Making Skills, Connecting to the Real World)</li> </ul> </li> </ol> <p><b>Use The Message Center in My e-coach</b>            (<a href="http://www.e-coach.com">http://www.e-coach.com</a> to give your blogspot address to your instructor. Please use:  <a href="http://yourname.blogspot.com">http://yourname.blogspot.com</a> <i>if at all possible.</i></p>

**WEEK 1 Day 4 Thursday, August 4, 2005**

**PRE-PRODUCTION--PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
<p><b>Finish homework:</b></p> <p>(<a href="http://www.blogger.com/">http://www.blogger.com/</a>)</p>	<p>8:30-9:00</p>	<p><b>Homework: Read pages 14-19 in Week 1 Curriculum section of the binder.</b></p> <p>In My eCoach respond to the reflection questions on page 20:</p> <p>A Constructivist Approach</p> <ol style="list-style-type: none"> <li>1. Read the information on the SCANS Report, Constructivism, Multiple Intelligences, and Higher Order Thinking Skills.</li> <li>2. Answer the following questions. <ul style="list-style-type: none"> <li>• How will your project meet your students' learning styles and needs?</li> <li>• How will your project address higher order thinking skills?</li> <li>• How will your project address the skills business and industry tell us are important? (Collaboration, Decision Making Skills, Connecting to the Real World)</li> </ul> </li> </ol> <p><b>Use The Message Center in My e-coach</b>  (<a href="http://www.e-coach.com">http://www.e-coach.com</a> to give your blogspot address to your instructor.</p>
<p>Introduction to the Digital Camera in the Classroom</p>	<p>9:00-10:30</p>	<p>How might digital photography be used in the classroom to support and enhance learning?  Taking pictures with a theme in mind</p>
<p><b>Break</b></p>	<p><b>10:30-10:40</b></p>	
<p>Image editing basics</p>	<p>10:40-12:30</p>	<p>PhotoShop Elements  <a href="http://www.ewyl.net/tutorials/">http://www.ewyl.net/tutorials/</a></p>

Activity	Time	Materials
<b>Lunch</b>	<b>12:30-1:00</b>	
Image editing basics	1:00-2:45	Tutorial continued
<b>Break</b>	<b>2:50-3:00</b>	
Homework: Creating a Photo Essay	3:00-3:30	<p data-bbox="678 436 1013 470"><a href="http://www.blogger.com">http://www.blogger.com</a></p> <p data-bbox="678 506 1049 539"><b>Photography as Reflection.</b></p> <p data-bbox="678 543 1078 577">Take a look at these Web sites:</p> <ol data-bbox="727 581 1382 1129" style="list-style-type: none"> <li data-bbox="727 581 1382 688">1. Visual Literacy Collection: <a href="http://www.asu.edu/lib/archives/benedict/index.html">http://www.asu.edu/lib/archives/benedict/index.html</a></li> <li data-bbox="727 693 1382 835">2. Online Visual Literacy Program; Pomona College: <a href="http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html">http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html</a></li> <li data-bbox="727 840 1382 982">3. Visual Literacy in the Classroom and Digital Cameras: <a href="http://members.ozemail.com.au/~leemshs/visual.htm">http://members.ozemail.com.au/~leemshs/visual.htm</a></li> <li data-bbox="727 987 1382 1054">4. Peter Menzel Photography: <a href="http://www.menzelphoto.com/">http://www.menzelphoto.com/</a></li> <li data-bbox="727 1058 1382 1129">5. Visual Literacy and Picture Books: <a href="http://falcon.jmu.edu/~ramseyil/picture.htm">http://falcon.jmu.edu/~ramseyil/picture.htm</a></li> </ol> <p data-bbox="678 1167 1265 1201"><b>In your Blogger Online Reflective Journal:</b></p> <p data-bbox="678 1241 1377 1493">You will be asked to create a digital movie (next Thursday) on an educational topic that is important to you and that reflects your educational philosophy. Your reflective journal assignment <i>over the next week</i> is to reflect on what you are learning in this institute and tie this to your prior knowledge and practice. Use your <b><i>Blogger Journal</i></b> for this.</p> <ol data-bbox="727 1497 1349 1824" style="list-style-type: none"> <li data-bbox="727 1497 1349 1533">1. What is your philosophy of education?</li> <li data-bbox="727 1537 1349 1572">2. Why did you become a teacher?</li> <li data-bbox="727 1577 1349 1612">3. What is important to you for your students?</li> <li data-bbox="727 1617 1349 1684">4. How will you use digital images to support your philosophy of education?</li> <li data-bbox="727 1688 1349 1824">5. What images will you choose? <b><i>Begin using your camera to take and edit pictures and short video sequences that you will use in your 30 second to 1 minute digital movie.</i></b></li> </ol>

**WEEK 1 Day 5 Friday, August 5, 2005**

**PRE-PRODUCTION – PRODUCTION**

<p><b>GAGNE’S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> <li>• Providing Feedback</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
<p><b>Finish Homework: Reflective Journal</b></p>	<p align="center">8:30-9:00</p>	<p><b>Continue to review online Photography as Reflection resources:</b></p> <p>Visual Literacy Collection:  <a href="http://www.asu.edu/lib/archives/benedict/index.html">http://www.asu.edu/lib/archives/benedict/index.html</a>                      Online Visual Literacy Program; Pomona College:  <a href="http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html">http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html</a>                      Visual Literacy in the Classroom and Digital Cameras:  <a href="http://members.ozemail.com.au/~leemshs/visual.htm">http://members.ozemail.com.au/~leemshs/visual.htm</a>                      Peter Menzel Photography:  <a href="http://www.menzelphoto.com/">http://www.menzelphoto.com/</a>                      Visual Literacy and Picture Books:  <a href="http://falcon.jmu.edu/~ramseyil/picture.htm">http://falcon.jmu.edu/~ramseyil/picture.htm</a></p> <p><b>And post your reflections in your Blogger Online Reflective Journal:</b>  <a href="http://www.blogger.com">http://www.blogger.com</a>                      What is your philosophy of education?                      Why did you become a teacher?                      What is important to you for your students?                      How will you use digital images to support your philosophy of education?</p>

Activity	Time	Materials
<p>Enduring Understanding/ Deep Learning – Higher order thinking skills</p>	<p>9:00-10:30</p>	<p><b>Curriculum Section: Page 53-55</b>  <i>Do the two activities in the binder.</i>  <b>Understanding by Design (McTighe and Wiggins):</b>  <a href="http://www.ascd.org/portal/site/ascd/template.book/me_nuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?bookMgmtId=eadc6f98543c2010VgnVCM1000003d01a8c0RCRD">http://www.ascd.org/portal/site/ascd/template.book/me_nuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?bookMgmtId=eadc6f98543c2010VgnVCM1000003d01a8c0RCRD</a></p> <p><b>Questioning Tool Kit</b>  <a href="http://www.fno.org/nov97/toolkit.html">http://www.fno.org/nov97/toolkit.html</a></p> <p><b>Readings Section: Tab #3.Planning and Classroom Management</b>  <b>Examples of Driving Questions from BIE 41</b></p> <ol style="list-style-type: none"> <li>1. <i>Open your MS Word Project Planning Template and draft the enduring understandings (deep learning) for your project.</i> (What is the important learning that your students will need to understand forever, and how will this tie directly to their lives?)</li> <li>2. Draft two or three driving questions for your project.</li> <li>3. <i>Share out your enduring understandings and get feedback from the group.</i> (e.g. Is this really important?)</li> </ol>
<p><b>10:30-10:40</b></p>	<p><b>Break</b></p>	
<p><b>Standards</b>  My eCoach:  <a href="http://my-ecoach.com/">http://my-ecoach.com/</a></p> <p><b>Activity Builders</b>  Either Custom Project Builder or Inquiry Based Project—Plan Sections.</p>	<p>10:40-11:30</p>	<p><b>Curriculum Section of Binder: Pages 61-65</b></p> <p><b>Readings Section: Tab #14: Standards</b></p> <p><a href="http://linc.ca.campusgrid.net/home/EWYL+Resources">http://linc.ca.campusgrid.net/home/EWYL+Resources</a></p> <p><a href="http://www.lullah.com/Inttech/topic02/reading02.html">http://www.lullah.com/Inttech/topic02/reading02.html</a></p> <p>Select the standards your project will meet. Go to My eCoach. Determine whether you will use the Custom Project Builder or the Inquiry Based Project Builder. Go to the Plan Tab at the top and complete the Curriculum and Standards Sections. Then copy your standards (Copy/Paste) into your MS Word Project Planning Template.</p>

Activity	Time	Materials
Thematic Planning	11:30-12:30	<p><a href="http://www.lullah.com/Inttech/topic02/reading02.html">http://www.lullah.com/Inttech/topic02/reading02.html</a></p> <p><b>Curriculum Section of Binder; Page 66</b></p> <p>Open Inspiration Thematic plan you did on Wednesday and make sure you've thought it through in terms of enduring understandings and standards. Check out and fill out the Brainstorm section of your project plan in My eCoach.</p>
<b>Lunch</b>	<b>12:30-1:00</b>	
<b>Goals and Objectives Write Goals and Objectives</b>	1:00-1:45	<p>Read: <b>Curriculum Section of Binder: Page 70</b></p> <p>Review these materials: <b>Readings Section: Tab #3-Planning and Classroom Management—</b></p> <ul style="list-style-type: none"> <li>• Project Outcomes; Identifying Skills</li> <li>• Habits of Mind</li> <li>• Project Activities and Tasks</li> <li>• Examples of Project Activities</li> <li>• Scaffolding Ideas</li> </ul> <p><b>Developing Goals and Objectives:</b>  <a href="http://pixel.fhda.edu/id/six_facets.html">http://pixel.fhda.edu/id/six_facets.html</a>  <a href="http://www.smcoe.k12.ca.us/pblmm/week2.html">http://www.smcoe.k12.ca.us/pblmm/week2.html</a>  <a href="http://www.garlic.com/%7Elullah/gpbl/topic04/objectives.html">http://www.garlic.com/%7Elullah/gpbl/topic04/objectives.html</a>  <a href="http://chiron.valdosta.edu/whuitt/col/plan/behobj.html">http://chiron.valdosta.edu/whuitt/col/plan/behobj.html</a>  <a href="http://faculty.washington.edu/krumme/guides/bloom.html">http://faculty.washington.edu/krumme/guides/bloom.html</a></p>
<b>Break</b>	<b>1:45-1:55</b>	

Activity	Time	Materials
<p><b>Goals and Objectives</b> <b>Write Goals and Objectives</b></p> <p>My eCoach: <a href="http://my-ecoach.com/">http://my-ecoach.com/</a></p> <p>Activity Builders Either Custom Project Builder or Inquiry Based Project</p> <p>Draft Goals and Objectives for your project</p>	<p>1:55-3:00</p>	<p>On paper draft three goals for your project based on the standards you've selected.</p> <p>Then draft two measurable objectives for each goal.</p> <p>Next meet with a critical friend and analyze your goals and objectives:</p> <ol style="list-style-type: none"> <li>1. Are your goals general global statements based on the standards this project will meet?</li> <li>2. Are your objectives measurable?</li> <li>3. Are your objectives specific (who, what when, how), active tense and tied directly to your goals?</li> <li>4. Do your objectives require your students to use higher order thinking skills (analyze, evaluate, synthesize)</li> </ol> <p>After your critical friend peer review, have your instructors review your goals and objectives, then open your MS Word Project Planning Template and add your goals and objectives.</p> <p>Next add your goals and objectives to your my eCoach Project Plan template.</p>
<p><b>Homework: High Stakes Testing</b></p> <p>Read one article or Web resource-</p> <p>My eCoach discussion Board on High Stakes Testing: Summarize the resources you've read.</p> <p>How can you resolve PBL and high stakes testing?</p>	<p>3:00-3:30</p>	<p><b>Readings Section Tab 7: Educational Reform</b> <a href="http://pblmm.k12.ca.us/sri/SRIEvaluation.htm">http://pblmm.k12.ca.us/sri/SRIEvaluation.htm</a></p> <p><a href="http://www.bie.org/research/tech/large.php">http://www.bie.org/research/tech/large.php</a></p> <p><a href="http://www.apa.org/pubinfo/testing.html">http://www.apa.org/pubinfo/testing.html</a></p> <p><a href="http://www.aera.net/about/policy/stakes.htm">http://www.aera.net/about/policy/stakes.htm</a></p> <p><a href="http://www.educationnews.org/in_defense_of_testing_series_uni.htm">http://www.educationnews.org/in_defense_of_testing_series_uni.htm</a></p> <p><b>Respond to two other people's postings. Offer a new perspective or idea based on the article you've read.</b></p>

# Preproduction Production

## Overview of the Week:

<b>Monday:</b>	Overview Engaged learning Changing role of the teacher Assessment Gagne's Events of Instruction Inquiry-based learning Multiple intelligences
<b>Tuesday:</b>	Collaboration Technology integration Using PDAs (handheld devices) Choosing the best multimedia
<b>Wednesday:</b>	Digital Storytelling Planning your digital video
<b>Thursday:</b>	Digital video software tutorials Creation of digital videos
<b>Friday:</b>	Evaluating classroom Web sites Creating a classroom Web site DreamWeaver Tutorial

**WEEK 2: Day 6, Monday, August 8, 2005**

**PREPRODUCTION/PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
<b>CyberCafe</b>	8:30-9:00	Overview— Where we've been, where we are going
Apple Movie; I Became a Teacher....	9:00-9:10	CD
Move to homerooms	9:10-9:15	
<a href="#">Engaged Learning</a> <a href="#">NCREL</a> <a href="#">Online survey</a>	9:15-9:45	<a href="http://www.ncrtec.org/capacity/profile/profeng.htm">http://www.ncrtec.org/capacity/profile/profeng.htm</a>
Changing Role of Teacher in Engaging Learning	9:45-10:15	Read Pages 24 –26  <a href="http://www.ncrel.org/sdrs/engaged.htm">http://www.ncrel.org/sdrs/engaged.htm</a> Look at this chart <a href="http://www.ncrel.org/sdrs/edtalk/engtab1.htm">http://www.ncrel.org/sdrs/edtalk/engtab1.htm</a>
<b>Break</b>	<b>10:15-10:20</b>	
Assessment  Rubistar	10:20-11:00	<b>Curriculum Section: Page 71-72</b> <a href="#">NCREL Multiple Assessment and technology integration (video)</a>  <a href="http://www.ncrel.org/engage/framework/efp/align/efpalisu.htm">http://www.ncrel.org/engage/framework/efp/align/efpalisu.htm</a>  Challenge 2000 CD (Assessment videos)
Write Assessment strategies for Objectives in Project Plan	11:00-12:00	<b>Readings Section Tab #4: Assessment</b> See if any of the rubrics and student assessment forms can be used or modified for your project.  <i>IN MS Word Project Template: Write Assessment strategies for Objectives in Project Plan</i>
<b>Lunch</b>	<b>12:00-12:30</b>	

Activity	Time	Materials
Gagne's Events of Instruction— Beginning to map out project activities	12:30-1:15	<p><b>Curriculum Part of Binder Pages 56 - 60</b>  <a href="http://ide.ed.psu.edu/idde/9events.htm">http://ide.ed.psu.edu/idde/9events.htm</a></p> <p><i>My eCoach (<a href="http://my-ecoach.com">http://my-ecoach.com</a> Events of Instruction Discussion Board and respond to the questions: How will making sure that Gagne's Events of Instruction (Conditions for Learning) are met strengthen student learning for my project? As you look at the Events of Instruction, how will you build in opportunity for your students to analyze, synthesize and evaluation information in a way that promotes your enduring understandings?</i></p>
Inquiry Based Learning	1:15-2:30	<p><b>Curriculum Part of Binder: Page 57-60</b>  <i>Think about what your students Blooms taxonomy (Page 53).</i></p> <p><i>Now look at the Content Column on Multimedia Project Rubric (used to score CA Media and Multimedia Festival projects):</i>  <a href="http://pblmm.k12.ca.us/PBLGuide/MMrubric.htm">http://pblmm.k12.ca.us/PBLGuide/MMrubric.htm</a></p> <p><i>Next look at:</i>            Dale's Cone handouts            Dale's Cone: <a href="http://www.inquiry2u.org/rationale.html">http://www.inquiry2u.org/rationale.html</a>  <i>and</i>            Inquiry Design Process link  <a href="http://www.inquiry2u.org/designprocess.html">http://www.inquiry2u.org/designprocess.html</a></p> <p><i>Go back now and review your objectives and driving (essential) questions (Review Readings Tab 3: Planning and Classroom Management beginning at Page 25 in the BIE Materials—Designing and Planning Successful Projects). Have you made sure your project will encourage active learning, higher order thinking skills (evaluation, analysis and synthesis) and a high degree of metacognition? Ask a critical friend to review your objectives and driving questions based on Gagne's Events of Instruction, the Inquiry-based Learning model and Dale's Cone.</i></p> <p><b>Next:</b>  <i>Begin to plan activities for your students based on Project/Activities Timeline—Pages 59-60. Make sure these activities are inquiry based AND will encourage active learning, higher order thinking skills (evaluation, analysis and synthesis) and a high degree of metacognition.</i></p>

Activity	Time	Materials
<b>Break</b>	<b>2:30-2:40</b>	
George Lucas Video on Multiple Intelligences	2:40-2:50	<a href="http://www.glef.org/video/frame.php">http://www.glef.org/video/frame.php</a> <b>The Key Learning Community: Cultivating "Multiple Intelligences" (Running time: 8:53)</b>
Animal School	2:50-3:00	Page: 23 & Readings Section: Multiple Intelligence
Multiple Intelligences	3:00-3:20	Pages 29-37 Reading Section: Multiple Intelligences Multiple Intelligence Inventories: <ul style="list-style-type: none"> <li>• <a href="http://snow.utoronto.ca/courses/mitest.html">http://snow.utoronto.ca/courses/mitest.html</a></li> <li>• <a href="http://www.ldpride.net/learning_style.html">http://www.ldpride.net/learning_style.html</a></li> <li>• Rogers Indicator of Multiple Intelligences—page 33</li> </ul>
Homework My eCoach	3:20-3:30	<a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a> How can you use what you have learned about Enduring Understanding, Engaged Learning and the Changing Role of the Teacher to help you plan your project?  How can you build upon and expand your repertoire of teaching/learning styles?  How might this project change the way you teach?  <b>Respond to two other people's postings. Offer thoughts, ideas, examples of how to help students use the higher order thinking skills to extend and enhance their learning experience.</b>

**WEEK 2: Day 7 Tuesday, August 9, 2004**

**PREPRODUCTION/PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
Continuation homework discussion in My eCoach)	8:30-9:00	<p><a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p><i>1. How can you use what you have learned about Enduring Understanding, Engaged Learning and the Changing Role of the Teacher to help you plan your project?</i></p> <p><i>2. How can you build upon and expand your repertoire of teaching/learning styles?</i></p> <p><i>3. How might this project change the way you teach?</i></p> <p><b>Respond to two other people's postings. Offer thoughts, ideas, examples of how to help students use the higher order thinking skills to extend and enhance their learning experience.</b></p>
Collaboration: Goal—planning collaboration on Project plan.	9:00-10:00	<p><b>Curriculum Section Pages 38-41</b> (Read and explore online resources and online collaborative tools.)</p> <p><b>Readings Section Tab 3 Planning and Classroom Management:</b> Group Strategies: 118 BIE materials</p> <p><b>Curriculum Section of the Binder: Pages: 36 &amp;37</b></p> <p>Multiple Intelligence/PBL Chart</p> <p>Setting Up Collaborative Groups:</p> <p><a href="http://scorescience.humboldt.k12.ca.us/fast/teachers/Pollution/COOPGR.HTM">http://scorescience.humboldt.k12.ca.us/fast/teachers/Pollution/COOPGR.HTM</a></p> <p><i>In your MS Word Project Planning Template, complete the Collaboration Section.</i></p>
<b>Break</b>	<b>10:00-10:10</b>	
What do teachers need to know about technology? Jerry Chapin	10:10-10:30	<p><a href="http://www.4teachers.org/keynotes/chaffin/index.shtml">http://www.4teachers.org/keynotes/chaffin/index.shtml</a></p>

Activity	Time	Materials
Technology Integration JigSaw:	10:30-11: 15	<p><b>Readings Section Tab #5: Technology Integration</b></p> <p><i>Each person will be assigned to read one article. With the other person in your class who read the same article, summarize the main points that build the case for technology integration. Prepare a <b>quick and SIMPLE</b> PowerPoint presentation to summarize the main points. Present your presentation to the class.</i></p>
Handhelds on the Go Movie	11:15-11:30	<p><a href="http://www.glef.org/video/frame.php">http://www.glef.org/video/frame.php</a>  <b>Handhelds Go to Class</b> (Running time: 6:17)</p>
Using Handhelds in the Classroom	11:30-12:30	<p>Palms in the classroom  <a href="http://www.ewyl.net/tutorials/">http://www.ewyl.net/tutorials/</a> : Handheld Tutorials</p>
<b>Lunch</b>		
Choosing the best multimedia for your project--	12:30-1:00	<p>Project examples done in a variety of software applications  Overview of multimedia applications and a discussion of pros and cons of each.  <b>Read Curriculum Section: Pages 68 &amp; 69</b>  Think about how you will integrate technology into your project. Discussion of which multimedia applications are best for which kinds of projects. Decide what software you will use for the final student project.</p>

Activities	Time	Materials
<b>Break</b>	<b>2:00-2:10</b>	
Work on Project Planning	2:10-3:00	
<b>Homework;</b>	3:00-3:30	<p>My eCoach Discussion Board: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p><b>Readings Section Tab #6 Handhelds in the Classroom</b></p> <p><i>Read</i> TechScape Voices: Can Handheld Computers Improve Education. Then look over the rest of the articles/information in the Handheld section.</p> <p><i>Reply to this question in the My eCoach Discussion Board :</i></p> <p>If you had a handheld (PDA, iPod, Tablet PC or other small computing devise), a few handhelds or a class set of handhelds, how would you use them in your classroom? Take time to dream about the possibilities.</p> <p><b>Respond to two other people's postings and offer ideas and suggestions.</b></p>

**WEEK 2: Day 8 Wednesday, August 10, 2005**

**PREPRODUCTION/PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
<b>Finish Homework</b>	8:30-9:00	<p>My eCoach Discussion Board: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p><b>Readings Section Tab #6 Handhelds in the Classroom</b></p> <p><i>Read</i> TechScape Voices: Can Handheld Computers Improve Education. Then look over the rest of the articles/information in the Handheld section.</p> <p><i>Reply to this question in the My eCoach Discussion Board :</i></p> <p>If you had a handheld (PDA, iPod, Tablet PC or other small computing devise), a few handhelds or a class set of handhelds, how would you use them in your classroom? Take time to dream about the possibilities.</p> <p><b>Respond to two other people's postings and offer ideas and suggestions.</b></p>
Digital Movie Samples	9:00-9:45	Video Tape and CD (CA Media and Multimedia Festival)
<b>Break</b>	<b>9:45-9:55</b>	

Activity	Time	Materials
Digital Storytelling: Begin to plan a video reflection on your philosophy of education, teaching and learning.	9:55-10:30	<p>Instructors will show samples of digital videos from past EWYL institutes. Discuss/share the ideas you have for your digital videos and get feedback from your peers.</p> <p><i>Tomorrow you will learn to use either iMovie, Premiere or Windows Media Maker and will begin to assemble your final digital video.</i></p>
<b>10:30-10:40</b>	<b>Break</b>	
Plan your digital video Topic	10:40-12:30	<p><b>Curriculum Section Page 73</b> plus storyboards Digital Storytelling Cookbook: <a href="http://www.storycenter.org/memvoice/pages/cookbook.html">http://www.storycenter.org/memvoice/pages/cookbook.html</a></p> <ol style="list-style-type: none"> <li>1. Review the Digital Storytelling Cookbook</li> <li>2. Write your script according to the 7 elements in the Recipe</li> <li>3. Plan your storyboard</li> </ol>
<b>Lunch</b>	<b>12:30-1:00</b>	
	<b>1:00-3:00</b>	<p><b>Digitize pictures, find images, video clips on the web, take video footage or digital photos</b> Find your folder and save your media for your digital story (Your folder on Thrall Server Name folder: lastnamemov)</p>
Homework: My eCoach	3:00-3:30	<p>Review these sites: <b>The Elements of Digital Storytelling:</b> <a href="http://www.inms.umn.edu/elements/">http://www.inms.umn.edu/elements/</a> <b>The Digital Clubhouse Network:</b> <a href="http://www.digiclub.org/sv/digital_storytelling/index.html">http://www.digiclub.org/sv/digital_storytelling/index.html</a> <b>Understanding Digital Storytelling:</b> <a href="http://www.storycenter.org/understanding.html">http://www.storycenter.org/understanding.html</a> <b>Memory's Voice-A Guide to Digital Storytelling:</b> <a href="http://www.storycenter.org/memvoice/">http://www.storycenter.org/memvoice/</a> <b>Video Guide:</b> <a href="http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html">http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html</a> <b>Storyboarding:</b> <a href="http://pblmm.k12.ca.us/TechHelp/Storyboarding.html">http://pblmm.k12.ca.us/TechHelp/Storyboarding.html</a></p> <p><i>(see next page for rest of homework assignment)</i></p>

Activity	Time	Materials
<b>Homework (Continued)</b>	3:00-3:30	<p>In our My eCoach Discussion:  <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p>Critically analyze at least on TV commercial.</p> <ol style="list-style-type: none"> <li>1. <i>What is the “high concept?”</i></li> <li>2. <i>Who is the target audience? What visual images were used?</i></li> <li>3. <i>What was the timing/pacing of the video?</i></li> <li>4. <i>How long was each image on the screen?</i></li> <li>5. <i>What was the emotional appeal?</i></li> <li>6. <i>How were camera angle, music, voice over, dialog used to heighten the impact of the video clip?</i></li> <li>7. <i>What have your learned (one or two key points) about digital storytelling that will help you create a powerful short digital video.</i></li> </ol>

**WEEK 2: Day 9, Thursday, August 11, 2005**

**PREPRODUCTION/PRODUCTION**

<p><b>GAGNE’S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
<p><b>Finish Homework</b></p>	<p>8:30-9:00</p>	<p>Review these sites:</p> <p><b>The Elements of Digital Storytelling:</b>  <a href="http://www.inms.umn.edu/elements/">http://www.inms.umn.edu/elements/</a></p> <p><b>The Digital Clubhouse Network:</b>  <a href="http://www.digiclub.org/sv/digital_storytelling/index.html">http://www.digiclub.org/sv/digital_storytelling/index.html</a></p> <p><b>Understanding Digital Storytelling:</b>  <a href="http://www.storycenter.org/understanding.html">http://www.storycenter.org/understanding.html</a></p> <p><b>Memory’s Voice-A Guide to Digital Storytelling:</b>  <a href="http://www.storycenter.org/memvoice/">http://www.storycenter.org/memvoice/</a></p> <p><b>Video Guide:</b>  <a href="http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html">http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html</a></p> <p><b>Storyboarding:</b>  <a href="http://pblmm.k12.ca.us/TechHelp/Storyboarding.html">http://pblmm.k12.ca.us/TechHelp/Storyboarding.html</a></p> <p>In our My eCoach Discussion:  <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p>Critically analyze at least on TV commercial.</p> <p>8. <i>What is the “high concept?”</i></p> <p>9. <i>Who is the target audience? What visual images were used?</i></p> <p>10. <i>What was the timing/pacing of the video?</i></p> <p>11. <i>How long was each image on the screen?</i></p> <p>12. <i>What was the emotional appeal?</i></p> <p>13. <i>How were camera angle, music, voice over, dialog used to heighten the impact of the video clip?</i></p> <p><i>What have you learned (one or two key points) about digital storytelling that will help you create a powerful short digital video.</i></p>





Digital Video Tutorial	9:00-3:00	<p><i>Instructor's Handouts</i>  <i>Your Video Folder server with your photos and clips</i></p> <p>Tutorials Section: Video—See appropriate tutorial for the digital video program you are learning.</p> <p>Page 73 plus storyboards  Digital Storytelling Cookbook:  <a href="http://www.storycenter.org/memvoice/pages/cookbook.html">http://www.storycenter.org/memvoice/pages/cookbook.html</a></p>
<b>Lunch and Breaks</b>	<b>As given by instructors</b>	
Homework: Blogger Journal	3:00-3:30	<p><a href="http://www.blogger.com">http://www.blogger.com</a></p> <p><i>How can you incorporate digital video into your project?</i></p> <p><i>How will you use the video you are working on for this class?</i></p>

**WEEK 2 Day 10 Friday, August 12**

**PRE-PRODUCTION/PRODUCTION**

<p><b>GAGNE’S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul>
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Activity	Time	Materials
Finish Homework	8:30-9:00	<p><a href="http://www.blogger.com">http://www.blogger.com</a></p> <p><i>How can you incorporate digital video into your project?</i></p> <p><i>How will you use the video you are working on for this class?</i></p>
Creating a Classroom Web Site  Link your site to your project plan	9:00-9:45	<p>The following are ideas and resources you’ll need to use as you create your classroom Web site. Take some time to look them over. <i>Make a list of the elements you would like to include on your classroom Web site. You can update this list later, so please save it.</i></p> <p><b>Creating a Classroom Web Site:</b>  <a href="http://www.richland2.org/ne/classonline.html">http://www.richland2.org/ne/classonline.html</a></p> <p><b>Classroom Web Sites:</b>  <a href="http://www.theteacherspot.com/classroom_web_sites.htm">http://www.theteacherspot.com/classroom_web_sites.htm</a></p> <p><b>Top Ten Reasons to Create a Classroom Web Site:</b>  <a href="http://www.kinderart.com/teachers/webpage.shtml">http://www.kinderart.com/teachers/webpage.shtml</a></p> <p>Sites for Teachers;  <a href="http://www.sitesforteachers.com/">http://www.sitesforteachers.com/</a></p> <p><b>Kathy Schock’s Literature and Language Arts Resources:</b>  <a href="http://school.discovery.com/schrockguide/arts/artlit.html">http://school.discovery.com/schrockguide/arts/artlit.html</a></p>

Activity	Time	Materials
Evaluating Classroom Web Sites	9:45-10:30	<p>You will learn to use DreamWeaver to create a classroom Web site today. Take look at some of the following classroom Web sites and critique them:</p> <p><b>Classroom Websites top List (mostly K-6 sites):</b>  <a href="http://www.topstielists.com/start/busyteacher/topsites.html">http://www.topstielists.com/start/busyteacher/topsites.html</a></p> <p><b>Byron-Bergen Central Schools K-12 Classroom Web Sites:</b>  <a href="http://www.bbcs.k12.ny.us/classroomwebpages.htm">http://www.bbcs.k12.ny.us/classroomwebpages.htm</a></p> <p><b>Indiana High School Web Sites:</b>  <a href="http://www.south.mccsc.edu/~spizzo/coursemark.htm">http://www.south.mccsc.edu/~spizzo/coursemark.htm</a></p> <p>Here are some rubric sites for evaluating Web Sites</p> <p><b>Evaluation Rubrics for Websites:</b>  <a href="http://www.siec.k12.in.us/~west/online/eval.htm">http://www.siec.k12.in.us/~west/online/eval.htm</a></p> <p><b>Kathy Schrock’s Guide for Educators;</b>  <a href="http://school.discovery.com/schrockguide/assess.html">http://school.discovery.com/schrockguide/assess.html</a> (Click on Web Page Rubrics)</p> <p><b>A + Rubric (Use this rubric to evaluate a few classroom Web sites:</b>  <a href="http://www.uwstout.edu/soe/profdev/webpagerubric.html">http://www.uwstout.edu/soe/profdev/webpagerubric.html</a></p>
<b>Break</b>	<b>9:50-10:00</b>	
<p>Web Page Design Tutorials/Classes</p> <p>Setting up Web Page folder          Creating a classroom Web site</p> <p><b>**FILE NAMES MUST BE SHORT, NO SPACES OR ODD SYMBOLS</b></p>	<p>10:00-3:00</p> <p><b>Lunch and Break as instructor determines</b></p>	<p>Any materials will be distributed by instructors</p> <p><b>DreamWeaver</b>          Tutorial’s –Web Page Design—DreamWeaver</p> <div data-bbox="797 1625 1328 1906" style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               index.html           </div> <div style="text-align: center;">               Page2.html           </div> <div style="text-align: center;">               face.jpg           </div> <div style="text-align: center;">               sun.gif           </div> </div> <div style="text-align: center; margin-top: 5px;"> <span style="border: 1px solid gray; padding: 2px 5px;">lullah</span> </div> </div>

Preproduction

# Production

# Post Production

**Overview of the Week:**

<b>Monday:</b>	<b>Overview</b> <b>Information literacy</b> <b>Elements of design</b> <b>Project poster creation</b> <b>Multimedia tutorials</b> <b>Achievement gap and digital divide issues</b>
<b>Tuesday:</b>	<b>Tapped In</b> <b>Formative assessment-peer review of project plans</b> <b>WebQuests</b> <b>Promethean Smart Board Tutorial</b> <b>Copyright and fair use</b>
<b>Wednesday:</b>	<b>Copyright and fair use</b> <b>Project management</b> <b>Tools tutorials</b> <b>Working on projects</b>
<b>Thursday:</b>	<b>Mentoring and coaching</b> <b>Working on projects</b> <b>Donor-administrator luncheon</b>
<b>Friday:</b>	<b>Finish all projects</b> <b>Review of year-long commitments</b> <b>Assessment of EWYL Institute (survey)</b> <b>Closure</b>

Week 3

**WEEK 3, Day 11, Monday, August 15, 2005**

**PREPRODUCTION/PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> <li>• Provide Feedback</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Produce Final Product</li> </ul>
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Activity	Time	Materials
	<b>8:30-9:00</b>	<b>Overview: Where we've been and where we are going</b>
ALA Standards – Literacy Video	9:00-9:20	Instructors will show video <b>Readings Section: Tab 14: AASL Information Power</b> <a href="http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&amp;Template=/ContentManagement/ContentDisplay.cfm&amp;ContentID=19937">http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&amp;Template=/ContentManagement/ContentDisplay.cfm&amp;ContentID=19937</a>
<b>Break</b>	<b>9:20-9:30</b>	
<b>In Homerooms:</b> Elements of Design  Alignment, proximity, repetition and contrast  Line, shape, space, color, texture	9:30-10:00	Instructors will review the elements of Good Design. Here are some web resources on Design: <a href="http://www.mundidesign.com/presentation/index2F.html">http://www.mundidesign.com/presentation/index2F.html</a> <a href="http://www.peonqueen.com/ArtSpace/temp_exhib/art1/elements.html">http://www.peonqueen.com/ArtSpace/temp_exhib/art1/elements.html</a> <a href="http://www.agls.uidaho.edu/4-h/kidspace/E-P.htm">http://www.agls.uidaho.edu/4-h/kidspace/E-P.htm</a> <a href="http://www.makart.com/resources/artclass/elements.html">http://www.makart.com/resources/artclass/elements.html</a> <a href="http://www.edtech.vt.edu/edtech/id/interface/">http://www.edtech.vt.edu/edtech/id/interface/</a> <a href="http://char.txa.cornell.edu/language/element/element.htm">http://char.txa.cornell.edu/language/element/element.htm</a> <a href="http://www.johnlovet.com/test.htm">http://www.johnlovet.com/test.htm</a> <a href="http://www.essdack.org/webdesign/page4.htm">http://www.essdack.org/webdesign/page4.htm</a>

Activity	Time	Materials
<i>Create a poster for your classroom on something to do with your project.</i>	10:00-11:00	<b>In Curriculum Section: Page 67</b> Student assistants and interns will help you print it on our HP Large Format printer
Multimedia Application Tutorials:	11:00-3:00	<a href="http://www.ewyl.net/tutorials/">http://www.ewyl.net/tutorials/</a> Instructor's Handouts  <b>Lunch and Break as given by instructors</b>
<b>Homework:</b> Read one of the following articles:  <i>Closing the Achievement Gap</i>  <i>The Digital Divide</i>  Respond to My eCoach discussion	3:00-3:30	<b>Readings Tab #10:</b> <i>Closing the Digital Divide</i> and <i>The Achievement Gap</i> <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a>  <b>My eCoach Discussion:</b> <ol style="list-style-type: none"> <li>1. Which article did you read?</li> <li>3. To what extent do you see the achievement gap and digital divide as an issue in your classroom?</li> <li>4. How do you think your students compare with other students in the Bay Area in regard to these two issues?</li> <li>5. How will you address these issues in your classroom?</li> </ol> <b>Respond to two people's comments. (Try to choose people who have read a different article than the one you read.) Please give them your perspective based on the article you read.</b>

**WEEK 3: Day 12, Tuesday, August 16, 2005**

**PREPRODUCTION/ PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> <li>• Assessing Performance</li> <li>• Enhancing Retention and Transfer</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul> <p>Production</p> <ul style="list-style-type: none"> <li>• Produce Final Product</li> </ul>
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Activity	Time	Materials
<p><b>Finish Homework:</b> Read one of the following articles:</p> <p><i>Closing the Achievement Gap</i></p> <p><i>The Digital Divide</i></p> <p>Respond to My eCoach discussion</p>	8:30-9:00	<p><b>Readings Tab #10:</b> <i>Closing the Digital Divide</i> and <i>The Achievement Gap</i> <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p><b>My eCoach Discussion:</b></p> <ol style="list-style-type: none"> <li>2. Which article did you read?</li> <li>6. To what extent do you see the achievement gap and digital divide as an issue in your classroom?</li> <li>7. How do you think your students compare with other students in the Bay Area in regard to these two issues?</li> <li>8. How will you address these issues in your classroom?</li> </ol> <p><b>Respond to two people's comments. (Try to choose people who have read a different article than the one you read.) Please give them your perspective based on the article you read.</b></p>
Tapped In	9:00-9:50	<p>Overview of Tapped In Sign up for Tapped In membership <a href="http://www.tappedin.org">http://www.tappedin.org</a> Tapped In Handout</p>
<b>Break</b>	<b>9:50-10:00</b>	

Activities	Time	Materials
Assessment Review: formative and peer review	10:00-10:30	Challenge 2000 CD <a href="http://pblmm.k12.ca.us/PBLGuide/AssessPBL.html">http://pblmm.k12.ca.us/PBLGuide/AssessPBL.html</a>  <a href="http://pblmm.k12.ca.us/PBLGuide/ThoughtPieces/Learning.html">http://pblmm.k12.ca.us/PBLGuide/ThoughtPieces/Learning.html</a>  <a href="http://pblmm.k12.ca.us/PBLGuide/MMrubric.htm">http://pblmm.k12.ca.us/PBLGuide/MMrubric.htm</a>  <a href="http://pblmm.k12.ca.us/PBLGuide/PlanAssess/PlanAssess.html">http://pblmm.k12.ca.us/PBLGuide/PlanAssess/PlanAssess.html</a>
<b>Break</b>	<b>10:30-10:40</b>	
Use Project Based Learning Checklist handout to assess your project plan at this state of development. (Formative Assessment)	10:40-11:30	<b>Peer Review Check Sheet handout</b> <i>Work with a critical friend to review each other's project plans and make suggestions to strengthen your projects.</i> Pay particular attention to the content.  Does it encourage students to use higher order thinking skills? Also pay attention to the multimedia.  Will our student projects use 3 media elements (text, sound, pictures—including student art work and photographs, graphics, animation, video) to support student learning outcomes?
WebQuests	11:40-12:30	<b>WebQuest Samples:</b> <a href="http://webquest.org/">http://webquest.org/</a> <b>Building Blocks of a WebQuest:</b> <a href="http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm">http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm</a> <b>WebQuest Tutorial:</b> <a href="http://www.lullah.com/webquestCW/">http://www.lullah.com/webquestCW/</a> <b>WebQuest Templates</b> <a href="http://webquest.sdsu.edu/LessonTemplate.html">http://webquest.sdsu.edu/LessonTemplate.html</a>
<b>Lunch</b>	<b>12:30-1:00</b>	

Activities	Time	Materials
<p><b>Choice of:</b> Work on WebQuest, Classroom Web site, poster, project sample or project plan</p>	<p><b>1:00-3:00</b></p>	<p><b>WebQuest Templates:</b> <a href="http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm">http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm</a> <b>My eCoach:</b> <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a> (to put your project plan into Project plan builder on My eCoach)</p>
<p><b>Homework; Read</b> Readings Section: Copyright and Fair Use  My eCoach Discussion Board</p>	<p>3:00-3:30</p>	<p><b>Readings Section Tab #13: Copyright and Fair Use</b></p> <p>Answer this question in the My eCoach (<a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a>) Discussion Board:</p> <ol style="list-style-type: none"> <li>1. What copyright issues surprised you?</li> <li>2. How will you make sure your projects do not violate copyright laws?</li> <li>3. How will you teach your students about copyright (appropriate to your grade level—state grade level)</li> </ol> <p><b>Respond to two other people's postings.</b></p>

**WEEK 3 Day 13, Wednesday, August 17, 2004**

**PREPRODUCTION/PRODUCTION**

<p><b>GAGNE’S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Gaining Attention</li> <li>• Informing Learning of the Objective</li> <li>• Simulating Recall</li> <li>• Presenting Stimulus</li> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> <li>• Assessing Performance</li> <li>• Enhancing Retention and Transfer</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul> <p><b>Production</b></p> <p>Produce Final Product</p>
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<b>Activity</b>	<b>Time</b>	<b>Materials</b>
Finish Homework	8:30-9:00	<p><b>Readings Section Tab #13: Copyright and Fair Use</b></p> <p>Answer this question in the My eCoach  <a href="http://www.my-ecoah.com">http://www.my-ecoah.com</a>                      Discussion Board:</p> <ol style="list-style-type: none"> <li>4. What copyright issues surprised you?</li> <li>5. How will you make sure your projects do not violate copyright laws?</li> <li>6. How will you teach your students about copyright (appropriate to your grade level—state grade level)</li> </ol> <p><b>Respond to two other people’s postings.</b></p>
Copyright Issues  Copyright Bay  The Educator’s Guide to Fair Use (take quiz)  In Homeroom	9:30-10:15	<p><b>Readings Section Tab #13: Copyright and Fair Use</b>  <a href="http://www.stfrancis.edu/cid/copyrightbay/">http://www.stfrancis.edu/cid/copyrightbay/</a>   <a href="http://www.techlearning.com/db_area/archives/TL/2002/10/copyright.html">http://www.techlearning.com/db_area/archives/TL/2002/10/copyright.html</a>   <a href="http://www.ncsu.edu/midlink/posting.html">http://www.ncsu.edu/midlink/posting.html</a>   <a href="http://www.lib.jmu.edu/org/mla/Guidelines/">http://www.lib.jmu.edu/org/mla/Guidelines/</a></p>
<b>Break</b>	<b>10:15-10:25</b>	
Getting Started with PBL— 10 Steps to Remember	10:25-11:00	<p><b>Curriculum Section: Pages 27 &amp; 28</b>                      PowerPoint Presentation</p>

Activity	Time	Materials
Project Management	11:00-12:30	<p><b>Curriculum Section Page 75-79</b>  <b>Readings Section Tab 3: Planning and Classroom Management (BIE Resources)</b></p> <ul style="list-style-type: none"> <li>• Project Resource Form</li> <li>• Student Weekly Planning Sheet</li> <li>• Student Planning Brief</li> <li>• Student Learning Log</li> <li>• Student Investigation Brief</li> <li>• Student Product Brief</li> <li>• Student Presentation Brief</li> <li>• Research Log</li> </ul> <p>Review the management ideas and tools in the above sections binder. On a piece of paper jot down all the constraints and challenges you can think of that you need help with to manage your project. In a group of 4 people, share your “issues.” Help each other resolve those issues using the tools available in this binder or other tools, methods you all have used in your classrooms.</p> <p>Share out continuing concerns/needs (poster paper) and great management ideas. Select the tools you will use to manage our project and included them in your project planning.</p>
<b>12:30-1:00</b>	<b>Lunch</b>	
<b>Work on projects</b>	1:00-2:30	
<b>Break</b>	<b>2:30-2:40</b>	
<b>Continue working on projects</b>	2:40-3:30	Continue with tutorial you began at 1:00.

**WEEK 3: Day 14 Thursday, August 18, 2005**

**PRODUCTION/POST PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> <li>• Providing Feedback</li> <li>• Assessing Performance</li> <li>• Enhancing Retention and Transfer</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Produce Final Product</li> </ul>
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Activity	Time	Materials
Mentoring and Coaching	8:30-9:00	PowerPoint
Work on finishing projects/products	9:00-12:00	
<b>Lunch</b>	<b>12:00-1:00</b>	
Work on finishing projects/products	1:30-3:30	

**WEEK 3: Day 15 Friday, August 19, 2005**

**PRODUCTION/POST PRODUCTION**

<p><b>GAGNE'S EVENTS OF INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Providing Learning Guidance</li> <li>• Eliciting Performance</li> <li>• Providing Feedback</li> <li>• Assessing Performance</li> <li>• Enhancing Retention and Transfer</li> </ul>	<p><b>INQUIRY BASED LEARNING:</b></p> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>• Engage Learners</li> <li>• Build Inquiry</li> </ul> <p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Research Topic</li> <li>• Analyze Findings</li> </ul> <p><b>Synthesize</b></p> <ul style="list-style-type: none"> <li>• Summarize Findings</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Produce Final Product</li> </ul>
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Activity	Time	Materials
Work on finishing projects/products	9:00-12:00 Take break as needed	<b>ALL PRODUCTS DUE BY 12:30.</b> Student Assistants will help to burn CDs and post Web Pages <ul style="list-style-type: none"> <li>• Project Plan (MS Word)</li> <li>• Project Plan in My eCoach—published—Give URL to instructors so it can be linked from EWYL site</li> <li>• Digital Movie</li> <li>• Classroom Web site</li> <li>• Poster for classroom related to project</li> <li>• Either a WebQuest OR a project sample</li> </ul>
<b>Lunch</b>	<b>12:30-1:00</b>	
Presentation of Projects	1:00-2:00	
<b>Break</b>	<b>2:00-2:10</b>	
Evaluation of Institute	2:10-2:30	Post Institute Survey
Review of commitments for school year	2:30-3:00	<p><u>Attend 3</u> (18 hours) of the following follow up class dates (<b>MARK YOUR CALENDAR</b>): Oct. 1, Oct 8, Dec 3, Jan 28, Feb 25</p> <p><u>Attend 2</u> units (24 hours of class) of LINC classes (paid for by participant)</p> <p><u>Participate in ONE</u> of the following: --I-CUE or other educational technology conference (one day)</p> <p><i>See next page for the rest of the year-long commitments:</i></p>

Activity	Time	Materials
Commitments, continued		<p>--Reading and Scoring 2005-06 EWYL Institute applications (one day)</p> <p>--Scoring CA Media and Multimedia Festival Projects</p> <p>--Attending the Technology Help class on Fridays at the KCI (total of 6 hours minimum)</p> <p><b>Plus everyone will:</b></p> <p>--<i>Actively participate in</i> online follow up in My eCoach by checking the site <i>once a week</i> for discussions, email and information:  <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p>--Respond promptly to all information gathering surveys and emails</p> <p>--Mentor and coach two teachers at your school or in your district to integrate technology into their curriculum</p> <p>--Promotion of LINC classes in your school or district</p> <p>--Passing out LINC brochures and flyers  Presenting at a staff meeting about the KCI and LINC</p> <p>--Complete student projects by <b>APRIL 1, 2006</b></p> <p>--<i>Submit at least one student project</i> to the CA Media and Multimedia Festival in <b>April 15, 2006</b></p>
	3:00-3:30	Closure