

Project 1: Exploratory Interests (Small Group Project)

- This can be a standalone exercise or run the duration of the course
- Members can select a topic, theme, term or selected from a list provided by the instructor

Objectives

- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
- Allow students to interact, learn together and from one another, as well as from the instructor

Method

After researching a topic, concept, or key term, groups will devise an engaging method for sharing their new found knowledge and research with the class in a PowerPoint voiceover or Tegrity. The presentations should be in an easy-to-follow format. The key is to demonstrate the mastery of the material and ability to effectively communicate the content and answer any questions posed by the teacher and fellow classmates.

Path

- Use Bb Collaborate, discussion board, WIKI or blog, to create and design, scope, and sequence of the research and upcoming presentation.
- Define topic, concept, or key term.
- Write an outline or script that clearly and comprehensively communicates the topic as discovered through class instruction and group research.
- Use examples, current events, data, and visuals that support findings.
- Construct a presentation using *the approved media* that features a well-organized, clearly articulated, and illustrated combination of spoken, written, and visual elements on your topic.

Course Tools Used

- Tegrity, PowerPoint voiceover, Discussion Board, Wiki or Blog

Example

- History Course: Terms to define across the course: Liberty, Tyranny, Compromise, Immigration, citizen, patriot, transcendentalism, nativism, etc.

Project 2: Student Study Guide (Small Group Project)

- This can be a standalone exercise or run the duration of the course
- The student can select topic, theme, term or they can be selected by the instructor

Objectives

- Comprehension
- Analysis
- Synthesis
- Evaluation
- Create an engaging environment where students interact, learn together, and from one another, as well as from the instructor

Method

Based on the scope of the material (topic, unit, chapter, modules/modules), students will create an engaging online study guide to share their materials with the class using a WIKI, Blog, or Tegrity session. The study guide must break down the steps to understanding key concepts and processes in the content into an easy-to-follow format, using examples, visuals, current events, and other materials. Study Guides will be submitted to the instructor for grading. Students will make revisions based on instructor feedback, after which the study guide will be released to the class for review, feedback, and anonymous rating.

Path

- Use Bb Collaborate, discussion board, WIKI or blog, to create and design, scope, and sequence the study guide
- Plan the scope and sequence of the guide.
- Write learning objectives for the guide.
- Write an outline or script for a lesson that clearly and comprehensively communicates concepts and other learning materials
- Create or locate visuals to support the guide (use sources).
- Ensure key terms, concepts, and processes are included.
- Create the lesson plan ensuring it is well-organized, clearly articulated, and illustrated using a combination of spoken, written, and visual elements, and of course, web-based.

Course Tools Used

- Bb Collaborate, Tegrity, Discussion Board, Wiki or Blog, PowerPoint

Example

- Course Engagement Exercise: Build a study guide for Module 1 covering: Chapters 1-4. The study guide will be submitted at the end of Module 2, prior to the mid-term exam.

Project 3: Media/Current Event Analysis

- This can be a standalone exercise or run the duration of the course

Objectives

- Understanding
- Applying
- Analyzing
- Evaluate
- Create
- Create an engaging environment where students interact, learn together, and from one another, as well as from the instructor

Method

Instructors select media that is relevant to its associated content. Students are tasked to review the materials, analysis and find the relationships, and then explain those relationships. Instructors will grade the presentation and return feedback. Instructor's may select some or all of the presentations with the class.

Path

- Different media is provided to each small group
- Groups will use Bb Collaborate to discuss the media
- Search relationship with course content (singular or multiple)
- Consider facts and compare with basic knowledge
- Probe motives or causes
- Consider actions or response
- Reach consensus and present finding

Course Tools Used

- Bb Collaborate, Discussion Board

Example

- Media Analysis: Watch the attached video. Your group should then meet in Collaborate to discussion how this video relates to Chapter 12: The Reconstruction South. Discuss any connections with the past, motives, and response. Develop a 3 to 5-minute overview of your project and findings. You may be asked to present to the class.

Other Ideas

- Layered Case Studies and Scenarios
- Role Playing
- Key Concept to Current Event/Example Search and Explanation
- Student Moderation of Forums
- Build module/section/unit/chapter self-tests
- Resource page for each module/section/unit/chapter