

# Week 1

Preproduction

Production


**WEEK 1 Day 1 Tuesday, July 6, 2004**

**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 Cyber Cafe	Ongoing	Student assistants with digital cameras
Welcome, Logistics  Expectations for EWYL  Getting to know you Whole Group, Cyber Cafe	8:30-9:30	EWYL 2003 Movie CA Media and Multimedia Festival Movie Clip Pages 1, 2  Groups of c 4 on Chart paper: (with room for photos): <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>
Breakout Rooms	9:30-9:35	PC/Mac/Either with Partners...
Binder Scavenger Hunt	9:35-10:00	Page: 3 CPS System
<b>Break</b>	<b>10:00- 10:10</b>	<b>Go to breakout rooms after break</b> 4002 (Mac)—Donna--Trevor 4004 (PC)—Dottie-- Devin 4006 (laptop)—Jackie--Jason 4008- (PC)—Darrell--Marilyn
How to Save Work	10:10- 10:45	Setting up Server Folders --Page 4 <ol style="list-style-type: none"> <li>1. General work- lastname_gen</li> <li>2. Project Web Page/Web site-first initiallast name</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>

Activity	Time	Materials
My e-coach	10:45-11:45	Page 7 and Player Overview <a href="http://www.my-ecoach.com/online/">http://www.my-ecoach.com/online/</a> (New User 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	Page 8 <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.hprtec.org/">http://trackstar.hprtec.org/</a>
<b>LUNCH</b>		
<b>12:30-1:00</b>		<b>Food Truck Available</b>
Project Examples	1:00-1:30	Instructors will show examples of CA Media and Multimedia Festival winning projects to generate ideas, show what is expected, etc.
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.
<b>Break</b>		
<b>2:15-2:25</b>		
Project Plan and Projects Search	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>		<p>To what extent do you use project-based learning in your classroom now?</p> <p>How do you think project-based learning will change the way you teach?</p> <p>Reflect on your current teaching practice and the information in the article you chose to read.</p> <p>Which article did you read and why did you choose this article?</p> <p><b>Respond to two other people's postings.</b></p>

**WEEK 1 Day 2 Wednesday, July 7, 2004**

**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
Finish Homework	8:30-9:00	<p>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>To what extent do you use project-based learning in your classroom now?</p> <p>How do you think project-based learning will change the way you teach?</p> <p>Reflect on your current teaching practice and the information in the article you chose to read.</p> <p>Which article did you read and why did you choose this article?</p> <p><b>Respond to two other people's postings.</b></p>
Inspiration Tutorial	9:00-9:30	Inspiration Tutorial – Tutorials Section – <b>Graphic Organizers</b>
<a href="http://www.ncrel.org/engauge/">NCREL's Framework for Effective Technology Use in Schools</a>	9:30-11:00	<a href="http://www.ncrel.org/engauge/">http://www.ncrel.org/engauge/</a> Page: 10 (Inspiration Activity/PowerPoint/Word)
<b>Break</b>	<b>As needed</b>	

Activity	Time	Materials
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>Food Truck Available</b>
<b>PBL PowerPoint presentations</b>	<b>2:30-3:15</b>	<b>Student assistants will collect PowerPoints and create a CD for each participant.</b>
Set up Blogspot ( <a href="http://www.blogspot.com">http://www.blogspot.com</a> )	3:15-3:30	<p><b>Homework:</b> Read pages 14-19 in Week 1 Curriculum section of the binder.</p> <p>In your blogspot 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> <li>3. Read the information on Project Based Learning.</li> <li>4. Answer the following questions <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> </li> </ol> <p>Use Ask eCoach in My e-coach (<a href="http://www.e-coach.com">http://www.e-coach.com</a>) to give your blog spot address to your instructor.</p>

**WEEK 1 Day 3 Thursday, July 9, 2004**

**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
Finish Blogger reflection	8:30-9:00	Finish homework: Read pages 14-19 in Week 1 Curriculum section of the binder. In your blogspot respond to the reflection questions on page 20. <a href="http://www.blogger.com">http://www.blogger.com</a> Use Ask eCoach in My e-coach ( <a href="http://www.e-coach.com">http://www.e-coach.com</a> to give your blog spot address to your instructor.
PBL Review	9:00-9:30	Instructors will show PBL PowerPoint and review key elements of PBL
More exemplary projects	9:30-10:00	Instructors will show 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>	<b>Food Truck Available</b>
Deciding on Your Project Share ideas with your partner(s) or others. Report out.	1:00-1:30	

Activity	Time	Materials
Review <a href="#">Planning guide online template</a>	1:30-2:00	<a href="http://linc.ca.campusgrid.net/home/Project+Plan+Template">http://linc.ca.campusgrid.net/home/Project+Plan+Template</a> Pages 48-52
Begin Web Site tutorials. Download template (save as template.html) and <b>Find web page folder</b> and begin collecting clip art into the folder in preparation for Friday's Web Page Design class.	2:00-3:15	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: auto;"> <div style="text-align: center; border-bottom: 1px solid gray; padding-bottom: 5px;">lullah</div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>index.html</p> </div> <div style="text-align: center;">  <p>Page2.html</p> </div> <div style="text-align: center;">  <p>face.jpg</p> </div> <div style="text-align: center;">  <p>sun.gif</p> </div> </div> </div>
Homework:  <a href="http://my-ecoach.com/">http://my-ecoach.com/</a>  <a href="http://linc.ca.campusgrid.net/home/Project+Pages">http://linc.ca.campusgrid.net/home/Project+Pages</a>	3:15-3:30	<p>Look at Project Plans in EWYL Projects Pages. Think about how they are laid out and designed. How do you want your project plan to be set up. In the My eCoach Discussion for today (Project Web Site Design) discuss the project plan model you like best, and why you think this is the best way to structure your project web site. Be sure to include the URL of the project plan you've selected.</p> <p><b>Respond to two other people's project Web site design model.</b></p>

**WEEK 1 Day 4 Friday, July 9, 2004**

**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
Web Page Design Tutorials/Classes	8:30-3:30  Breaks as instructor determines	<p><i>Project Template:</i>  <a href="http://linc.ca.campusgrid.net/home/Project+Plan+Template">http://linc.ca.campusgrid.net/home/Project+Plan+Template</a>  <i>Project Plans:</i>  <a href="http://linc.ca.campusgrid.net/home/Project+Pages">http://linc.ca.campusgrid.net/home/Project+Pages</a>                      Any materials distributed by instructors</p> <p><b>4004: DreamWeaver</b>                      Tutorial's Section –Web Page Design—DreamWeaver  <i>David and Donna</i></p> <p><b>4006: Netscape Composer</b>                      Tutorial's Section –Web Page Design—Netscapre Composer  <i>Dottie, Jackie</i></p>
<b>Lunch</b>	<b>12:30-1:00</b>	<i>Pot Luck</i>

**WEEK 1 (and 2) Day 5 Monday, July 12, 2004**

**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
Enduring Understanding/Deep Learning – Higher order thinking skills	8:30-9:30	Page 53-55 Understanding by Design (McTighe and Wiggins): <a href="http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/books/2004brown/2004browntoc.html">http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/books/2004brown/2004browntoc.html</a> Questioning Tool Kit <a href="http://www.fno.org/nov97/toolkit.html">http://www.fno.org/nov97/toolkit.html</a> Readings Section: Planning and Classroom Management <ul style="list-style-type: none"> <li>• Examples of Driving Questions from BIE 41</li> </ul>
Standards My eCoach: <a href="http://my-ecoach.com/">http://my-ecoach.com/</a>  <b>Activity Builders</b> Either Custom Project Builder or Inquiry Based Project – Brainstorm and Plan Sections.	9:30-10:30	Readings Section: Standards  <a href="http://linc.ca.campusgrid.net/home/EWYL+Resources">http://linc.ca.campusgrid.net/home/EWYL+Resources</a>  <a href="http://www.lullah.com/Inttech/topic02/reading02.html">http://www.lullah.com/Inttech/topic02/reading02.html</a>
<b>10:30-10:40</b>	<b>Break</b>	
George Lucas PBL Film	10:40-10:50	<b>Choose one of these:</b> <b>Great Team, Great School (Running time: 7:30)</b> <b>Students Find Their Voices Through Multimedia (Running time: 7:41)</b> <a href="http://www.glef.org">http://www.glef.org</a>

Activity	Time	Materials
Thematic planning – Open Inspiration Thematic plan from last week and make sure you’ve thought it through in terms of enduring understandings and standards	10:50-11:15	<a href="http://www.lullah.com/Inttech/topic02/reading02.html">http://www.lullah.com/Inttech/topic02/reading02.html</a>
Goals and Objectives Write Goals and Objectives  My eCoach: <a href="http://my-ecoach.com/">http://my-ecoach.com/</a>  Activity Builders Either Custom Project Builder or Inquiry Based Project  Draft Goals and Objectives for your project	11:40-12:30	<b>Readings Section:</b> Planning and Classroom Management— <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> Developing Goals and Objectives: <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/blloom.html">http://faculty.washington.edu/krumme/guides/blloom.html</a>
<b>Lunch</b>	<b>12:30-1:00</b>	
Apple Movie; I Became a Teacher....	1:00-1:15	CD
<a href="#">Engaged Learning NCREL Online survey</a>	1:15-1:45	<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	1:45-2:15	Read Pages 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>

Activity	Time	Materials
<p>After getting instructor approval on Enduring Understandings and Goals and Objectives: Work on Project Web Page through Goals and Objectives</p>	<p>2:15-3:15</p>	<p>LINC folder on Thrall Server WebDesign Software you are using Your Web page folder</p>
<p><b>Homework:</b> Blogger Journal <a href="http://www.blogger.com">http://www.blogger.com</a></p>	<p>3:15-3:30</p>	<p>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?</p> <p>How can you build upon and expand your repertoire of teaching/learning styles?</p> <p>How might this project change the way you teach?</p>

**Week 2**

**Preproduction**

**Production**

**WEEK 2: Day 6, Tuesday, July 13, 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
Assessment	8:30-9:30	Page 71-72 <a href="#">NCRELMultiple Assessment and technology integration (video)</a>  <a href="http://www.ncrel.org/engauge/framework/efp/align/efpalisu.htm">http://www.ncrel.org/engauge/framework/efp/align/efpalisu.htm</a>  Challenge 2000 CD (Assessment videos)
Write Assessment strategies for Objectives in Project Plan	9:30-10:30	See Readings Section: Assessment for rubrics and student assessment forms.
<b>Break</b>	<b>10:30-10:40</b>	
Gagne's Events of Instruction	10:40-11:15	Pages 56 - 60 <a href="http://ide.ed.psu.edu/idde/9events.htm">http://ide.ed.psu.edu/idde/9events.htm</a>  <i>My eCoach (<a href="http://my-ecoach.co:m">http://my-ecoach.co:m</a> Events of Instruction Discussion Board and respond to the question: How will making sure that Gagne's Events of Instruction (Conditions for Learning) are met strengthen student learning for my project</i>
Inquiry Based Learning Begin to plan activities for your students based on Project/Activities Timeline	11:15-12:30	Dale's Cone: <a href="http://www.inquiry2u.org/rationale.html">http://www.inquiry2u.org/rationale.html</a>  Inquiry Design Process link <a href="http://www.inquiry2u.org/designprocess.html">http://www.inquiry2u.org/designprocess.html</a>

Activity	Time	Materials
<b>Lunch</b>	12:30-1:00	
Getting Started with PBL— 10 Steps to Remember	1:00-1:30	Pages 27 & 28 PowerPoint Presentation
Project Management	1:30-1:45	Readings Binder: Planning and Classroom Management (BIE Resources) <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>
George Lucas Video on Multiple Intelligences	1:45-1:55	<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	1:55-2:00	Page: 23 & Readings Section: Multiple Intelligence
<b>Break</b>	<b>2:00-2:10</b>	<b>Food Truck Available</b>
Multiple Intelligences	2:10-3:15	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>
<b>Homework: High Stakes Testing</b>  Read one article or Web resource-  My eCoach discussion Board on High Stakes Testing: Summarize the resources you've read.  How can you resolve PBL and high stakes testing?	<b>3:15-3:30</b>	Readings Section: Educational Reform <a href="http://pblmm.k12.ca.us/sri/SRIEvaluation.htm">http://pblmm.k12.ca.us/sri/SRIEvaluation.htm</a>  <a href="http://www.bie.org/research/tech/large.php">http://www.bie.org/research/tech/large.php</a>  <a href="http://www.apa.org/pubinfo/testing.html">http://www.apa.org/pubinfo/testing.html</a>  <a href="http://www.aera.net/about/policy/stakes.htm">http://www.aera.net/about/policy/stakes.htm</a>  <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>  <b>Respond to two other people's postings</b>

**WEEK 2: Day 7 Wednesday July 14, 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 of High Stakes Testing discussion in My eCoach)  My eCoach: <a href="http://www.myecoach.com">http://www.myecoach.com</a>	8:30-9:00	Readings Section: Educational Reform <a href="http://pblmm.k12.ca.us/sri/SRIEvaluation.htm">http://pblmm.k12.ca.us/sri/SRIEvaluation.htm</a>  <a href="http://www.bie.org/research/tech/large.php">http://www.bie.org/research/tech/large.php</a>  <a href="http://www.apa.org/pubinfo/testing.html">http://www.apa.org/pubinfo/testing.html</a>  <a href="http://www.aera.net/about/policy/stakes.htm">http://www.aera.net/about/policy/stakes.htm</a>  <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>
Collaboration: Goal —planning collaboration on Project plan.	9:00-10:00	Pages 38-41 (Read and explore online resources and online collaborative tools.) Readings Sections: Group Strategies: 118 BIE materials Multiple Intelligence/PBL Chart pages: 36 &37 Setting Up Collaborative Groups: <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>
Break	10:00-10:10	
What do teachers need to know about technology? Jerry Chapin	10:10-10:30	<a href="http://www.4teachers.org/keynotes/chaffin/index.shtml">http://www.4teachers.org/keynotes/chaffin/index.shtml</a>

<b>Activity</b>	<b>Time</b>	<b>Materials</b>
Technology Integration JigSaw:	10:30-11:15	Readings Section: Technology Integration 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 quick and SIMPLE PowerPoint presentation to summarize the main points. Present your presentation to the class.
Handhelds on the Go Movie	11:15-11:30	<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)
Using Handhelds in the Classroom (overview)-- Donna <i>4002 &amp; 4004 groups in 4002</i>	11:30-12:30	Palms and Alphasmart Danas Tutorial: Handhelds
<b>or</b> Choosing the best multimedia for your project <i>4006 &amp; 4008 groups</i>	11:30-12:30	Pages 68 & 69 Read Think about how you will integrate technology into your project. Work on project plan and Web Page through Section Handhelds technology integration
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
Using Handhelds in the Classroom (overview)-- Donna <i>4006 &amp; 4008 groups in 4006</i>	1:00-2:00	Palms and Alphasmart Danas Tutorial: Handhelds
<b>or</b> Choosing the best multimedia for your project <i>4002 &amp; 4004 groups</i>	1:00-2:00	Pages 68 & 69 Read Think about how you will integrate technology into your project. Work on project plan and Web Page through technology integration
<b>Break</b>	<b>2:00-2:10</b>	
Work on Project Plan and Web site or play with Palms	2:10-3:00	Note: We have probes and motion detectors you can fiddle with

Activities	Time	Materials
<p><b>Homework;</b></p> <p>My eCoach Discussion Board: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p> <p><b>Bring Digital Cameras, Video Cameras, Pictures to scan tomorrow</b></p>	<p>3:00-3:30</p>	<p>Readings Section: Handhelds in the classroom</p> <p>Read TechScape Voices: Can Handheld Computers Improve Education, then look over the Handheld Educator sections:</p> <p>Answer this question in the My eCoach Discussion Board:</p> <p>If you had a handheld, a few handhelds or a class set of handhelds, how would you like to use them in your classroom?</p> <p>Respond to two other people's postings.</p>

**WEEK 2: Day 8 Thursday, July 15, 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
<p><b>Finish Homework;</b></p> <p>My eCoach Discussion Board: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></p>	8:30-9:00	<p>Readings Section: Handhelds in the classroom            Read TechScope Voices: Can Handheld Computers Improve Education, then look over the Handheld Educator sections:            Answer this question in the My eCoach Discussion Board:            If you had a handheld, a few handhelds or a class set of handhelds, how would you like to use them in your classroom?</p> <p>Respond to two other people's postings</p>
Digital Movie Samples	9:00-9:45	Video Tape and CD (CA Media and Multimedia Festival)
<p>Digital Storytelling: Plan your digital video</p> <p>Tomorrow you will learn to use either iMovie, Premiere or Windows Media Maker</p>	9:45-2:00	<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> <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> <li>4. Digitize pictures, find images, video clips on the web, take video footage or digital photos</li> </ol>
<b>Breaks as needed</b>		
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
Find folder and save media for digital story	2:00-3:30	Your folder on Thrall Server Name folder: lastnamemov

**WEEK 2: Day 9, Friday, July 16, 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
Digital Video Tutorials/Classes  4002—iMovie—Donna, 4006—Windows Movie Maker- Jackie 4008—Premiere-Dave	8:30-3:30	<i>Instructor's Handouts</i> <i>Your Video Folder on Thrall with your photos and clips</i>  Tutorials Section: Video—See appropriate tutorial for the digital video program you are learning.  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>
<b>Lunch</b>	<b>12:30-1:00</b>	<b><i>Pot Luck</i></b>
Homework: Blogger Journal How can you incorporate digital video into your project?  How will you use the video you are working on for this class?	3:20-3:30	<a href="http://www.blogger.com">http://www.blogger.com</a>

**WEEKS 2/3 Day 10 Monday, July 19**

**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
Image editing basics	8:30-12:30	iPhoto: Room 4002 PhotoShop Elements 4006 FireWorks: Room 4008
<b>Break</b>	<b>10 minutes according to instructor</b>	
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
Digital Imagining (continued)	1:00-2:00	IPhoto: Room 4002--Donna PhotoShop Elements 4006--Kathy FireWorks: Room 4008 —Dottie, Linda
<b>Break</b>	<b>2:00-2:10</b>	
Elements of Design  Alignment, proximity, repetition and contrast  Line, shape, space, color, texture	2:10-2:30	<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>
Create a poster for your classroom on something to do with your project.	2:30-3:30	Page 67 Student assistants will help you print it on our HP Large Format printer

# Week 3

Preproduction

Production

Post  
Production

WEEK 3, Day 11, Tuesday, July 20, 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>• 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
Multimedia Application Tutorials HyperStudio: 4006—Dottie, Donna PowerPoint: 4002—Kathy Powerpoint (if needed) 4004--	8:30-12:30	Tutorials Section: Multimedia— Appropriate Tutorial Instructor’s Handouts
<b>Break</b>	<b>As given by instructor</b>	
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
Continue Tutorials	1:00-2:00	Tutorials Section: Multimedia— Appropriate Tutorial <i>Instructor’s Handouts</i>
Break	2:00-2:10	
Tapped In	2:10-2:45	Overview of Tapped In Sign up for Tapped In membership <a href="http://www.tappedin.org">http://www.tappedin.org</a> Tapped In Handout
Work on Projects	2:45-3:20	

Activity	Time	Materials
<p><b>Homework:</b>  Read the two articles:  Closing the  Achievement Gap and  The Digital Divide  Respond in Blogger  Journal</p>	<p>3:20-3:30</p>	<p>Readings: Closing the Digital Divide and the Achievement Gap  <a href="http://www.blogger.com">http://www.blogger.com</a></p> <p><b>Blogger Reflection:</b> To what extent do you see the achievement gap and digital divide as an issue in your classroom? How do you think your students compare with other students in the Bay Area in regard to these two issues? How will you address these issues in your classroom?</p>

**WEEK 2: Day 12, Wednesday, July 21, 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>Production</p> <ul style="list-style-type: none"> <li>• Produce Final Product</li> </ul>
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Activity	Time	Materials
Assessment Review: formative and peer review Use Project Based Learning Checklist handout to assess your project plan at this state of development. (Formative Assessment)	8:30-9:30	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>  Peer Review Check Sheet handout
Copyright Issues  Copyright Bay  The Educator's Guide to Fair Use (take quiz)  In Homeroom	9:30-10:30	Readings Section: Copyright and Fair Use <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>
<b>Break</b>	<b>10:30-10:40</b>	

Activities	Time	Materials
WebQuests	10:40-11:40	WebQuest Samples: <a href="http://webquest.org/">http://webquest.org/</a> WebQuest Tutorial: <a href="http://www.lullah.com/webquest/">http://www.lullah.com/webquest/</a> WebQuest Template <a href="http://webquest.sdsu.edu/">http://webquest.sdsu.edu/</a>
Work in Projects and/or participate in Tapped In Festival <a href="http://www.tappedin.org">http://www.tappedin.org</a>	11:40-3:00	Tapped In Festival Schedule Handout Poster Digital Video WebQuest or Student Sample Project Plan Web site
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
<b>Homework; Read</b> Readings Section: Copyright and Fair Use  My eCoach Discussion Board	3:00-3:30	Readings Section: Copyright and Fair Use  Answer this question in the My eCoach ( <a href="http://www.my-ecoah.com">http://www.my-ecoah.com</a> ) Discussion Board: <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> <b>Respond to two other people’s postings.</b>

**WEEK 3 Day 13, Thursday, July 22, 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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Activity	Time	Materials
Finish Homework	8:30-9:00	<p>Readings Section: Copyright and Fair Use</p> <p>Answer this question in the My eCoach (<a href="http://www.my-ecoah.com">http://www.my-ecoah.com</a>)</p> <p>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>
ALA Standards – Literacy Video	9:00-9:30	<a href="http://www.ala.org/aas/Template.cfm?Section=Information_Power&amp;Template=/ContentManagement/ContentDisplay.cfm&amp;ContentID=19937">http://www.ala.org/aas/Template.cfm?Section=Information_Power&amp;Template=/ContentManagement/ContentDisplay.cfm&amp;ContentID=19937</a>
<b>Break</b>	<b>9:30-9:40</b>	
Animation and other software Gif Builder Flash--Donna Or work on projects	9:40-2:00	<p>Gif Builder: 4006 (Mac laptops)</p> <p>Flash: 4008</p> <p><i>Other applications you will need to use for your project as requested:</i> eg. KidPix. Excel, FileMaker Pro, Appleworks,</p>
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
Work on Projects.	1:00-3:30	

**WEEK 3: Day 14 Friday, July 23, 2004**

**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>Luncheon</b>	<b>12:00-1:00</b>	
Work on finishing projects/products		
	1:00-3:30	

**WEEKS 3/4: Day 15 Monday, July 26, 2004**

**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	<b>ALL PRODUCTS DUE BY 12:30.</b> Student Assistants will help to burn CDs and post Web Pages
<b>Lunch</b>	<b>12:30-1:00</b>	<b>Food Truck Available</b>
Presentation of Projects	1:00-2:00	
Review of commitments for school year	2:00-2:30	<p><u>Attend 3</u> (18 hours) of the following follow up class dates (<b>MARK YOUR CALENDAR</b>): Oct. 2, Oct 9, Dec 4, Jan 29, Feb 26</p> <p><u>Attend 2</u> units (12 hours of class) of LINC classes (paid for by participant)</p> <p><u>Participate in ONE</u> of the following:</p> <ul style="list-style-type: none"> <li>--I-CUE Conference (one day) <b>Saturday, January 22, 2005, Woodside High School, Woodside</b></li> <li>--Reading and Scoring 2005-06 EWYL Institute applications (one day)</li> <li>--Scoring CA Media and Multimedia Festival Projects (one day)</li> <li>--Attending the Technology Help class on Fridays at the KCI (total of 6 hours minimum)</li> <li>--Active online follow up in My eCoach: <a href="http://www.my-ecoach.com">http://www.my-ecoach.com</a></li> </ul> <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>

Activity	Time	Materials
Commitments, continued		Promotion of LINC classes in your school or district Passing out LINC brochures and flyers Presenting at a staff meeting about the KCI and LINC Complete student projects by <b>APRIL 1, 2005</b> <u>Submit at least one student project</u> to the CA Media and Multimedia Festival in <b>mid-April, 2005</b>
Evaluation of Institute	2:30-3:00	Information for donors, etc Survey handout
	3:00-3:30	Closure