

## CLASS PROJECT ASSIGNMENT #5

As you reflect on how students learn in diversified ways, select a class project or assignment from your syllabus and develop it more deeply. The purpose or aim of this assignment is to allow you to think in a more complex way about a specific assignment and for this to stand as a model for all of your projects in your syllabus. Examining one project in depth will help you to closely integrate the parts to the whole in the teaching portfolio. This is your chance to explain the value, the aspirations, learning outcomes or objectives, the details and the methods as well as the grading criteria for one single project. Exhibit the multifaceted ways of teaching and learning you have shared with us and shown in your written documents so far. Distinction and specificity occur by revision.

### Goals

1. To create one class project that will stand as an exemplar for future class assignments
2. To select from your schedule, the most meaningful assignment and expose the structure and methods of it in terms of what comes before and what comes after the project, its methods, and supports.
3. To more reflectively and critically look at the syllabus and its projects from a specific angle.
4. To consider and incorporate different learning styles into the class project.

### Outcomes:

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| 1. A class project that integrates diversity of learning styles with goals, objectives + assessment. | 20% |
| 2. A correlation of learning outcome percentages to the declared competency levels.                  | 20% |
| 3. A careful plan of goals, outcomes, methods and grades for a single project.                       | 60% |

### Methods:

1. From your syllabus select one class project and develop this idea into a 1-2 page assignment.
2. Title your project, and state the project in a **descriptive paragraph** or paragraphs at the beginning under the label of the course and note the week or day the class project is given.
3. List or enumerate the goals (also referred to as the deeper values, the greater good of the project, the aspirations and aims of the assignment...to expand, to attain, etc. ) beneath the description. These often start with the word "to" and are active verbs.
4. List or enumerate the learning outcomes (also called learning objectives) of the project and directly after each outcome give a percentage of the final grade each outcome will be assessed at. Some outcomes may only be stated and have no grade attached. These are the takeaways from the project and can be viewed as nouns.
5. Expand on methods, safety, texts, readings, or the organization of the project as needed.
6. Make a framework for assessment or grading that correlates in some way to the outcome percentages; this can be detailed in the competency levels.
7. List the qualities that would constitute a basic competency and another list of qualities that would constitute an advanced competency in the completion of the class project.

### Assessment:

#### Basic competency:

- All elements are completed: class description, goals, objectives, methods, competencies.
- Various methods of learning styles are incorporated into this project. Essential information is given in terms of readings, safety, etc.

#### Advanced competency:

- The class project has a logical structure and stands for how deeply you think about the level of learning stages.
- Critical thinking integrated with technical ability is in evidence in the project.
- There is a relational flow with the goals, outcomes and competencies that reflect how you teach.
- Supporting information is clear and detailed and adds richness to the assignment.

Resources: RISD Collegiate Teaching blogsite examples in past graduate teaching portfolios.

