

**Road Map: Science Projects on the Internet, Grades 3-5, Margaret Scaglione, Facilitator**

**This map gives an overview of how the course will proceed.**

Objective	Description of the Activity	Resources	Online Activity	Assessment (see numbered rubric sheet)	Hours
<p><b>Weeks 1 and 2</b> Students will become familiar with Caucus site, and mechanics of posting</p>	<p><b>Navigate course items</b> Make introductory posts</p> <p><b>Read and respond to introductory postings</b> of other class members</p>	<p>Navigate the Caucus tutorial that you will see after clicking on the Help button at the right of the page.</p> <p>Use Group Discussion Items</p>	<p>Asynchronous Posting</p> <p>Asynchronous Reading and posting.</p>		1.0
<p>Student will explore NetLinks resources</p>	<p><b>Use MP home page links to visit NetLinks,</b> peruse Lesson, Links and benchmark Tabs</p>	<p><a href="http://marcopolo.worldcom.com/">http://marcopolo.worldcom.com/</a></p> <p><a href="http://www.sciencenetlinks.com/">http://www.sciencenetlinks.com/</a></p>	<p>Asynchronous Activity</p>		1.0

<p>Student will determine personal uses for Netlinks resources in his/her teaching practice.</p>	<p>Respond to each part of the NetLinks site in a <b>post to the Netlinks item.</b></p>	<p>Item Board</p>	<p>Asynchronous Posting</p>	<p>Rubric 1</p>	<p>0.5</p>
<p>Student will read to discover benefits of project based learning</p>	<p><b>Read articles</b> on project based learning. Post responses to readings in PBL item.</p>	<p>In the Web Resources item: Rationales for Project Based Learning:  <u>What is the Project Approach</u>  <a href="http://www.project-approach.com/definition.htm">http://www.project-approach.com/definition.htm</a>  <u>Project Based Learning Space: Background and Knowledge Theory</u>  <a href="http://college.hmco.com/education/pbl/background.html">http://college.hmco.com/education/pbl/background.html</a>  <u>Project Based Learning Overview</u>  <a href="http://www.bie.org/pbl/overview/index.html">http://www.bie.org/pbl/overview/index.html</a></p>	<p>Asynchronous Reading</p>	<p>Rubric 2</p>	<p>1.0</p>

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<p><b>Week 3</b>  <b>Instructor assigns groups within group here, as needed.</b></p> <p>Students will begin collaborative process.</p>	<p>Students will <b>post role choices</b> in small group item, in response to instructor role prompts.</p>	<p>Small Group Item</p>	<p>Asynchronous Activity</p>	<p>Rubric 3</p>	<p>0.5</p>
<p>Students will be introduced to “kinds” of science projects available on the Internet</p>	<p><b>Read articles in Resources section</b></p> <p><b>Post response to project types</b> in small group item.</p>	<p>In Web Sites Section, read:  <u><a href="http://k12science.stevens-tech.edu/currichome.html">CIESE Online Classroom Project Types</a></u>  <a href="http://k12science.stevens-tech.edu/currichome.html">http://k12science.stevens-tech.edu/currichome.html</a></p> <p>Group Discussion Board</p>	<p>Asynchronous Activity</p>	<p>Rubric 4</p>	<p>1.0</p> <p>0.5</p>

Students will collaborate	<p>Hold <b>instant message chat</b> to arrive at consensus about project uses for group posting to large board.</p> <p><b>Group recorder posts</b> to item board.</p>	<p>Group Instant Messaging</p> <p>Recorder posts to Item Board</p>	<p>Synchronous Activity</p> <p>Group moderator suggests 3 possible days/times, consensus reached on small group board.</p>	Rubric 5	1.5
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<b>Week 4</b> Students will select project for their class use	<b>Use Netlinks search function</b> and project URL in resource item to peruse, and then select project	MarcoPolo Portal, Netlinks, and <u>A Page of Links to Projects!</u> <a href="http://hometown.aol.com/mrs1997/page1.html">http://hometown.aol.com/mrs1997/page1.html</a> <u>Assessing What is Out There</u> , visit Evaluation Rubric <a href="http://www.sc.edu/beaufort/library/lessons5.html">http://www.sc.edu/beaufort/library/lessons5.html</a> and The Quality Information Checklist <a href="http://www.quick.org.uk/menu.htm">http://www.quick.org.uk/menu.htm</a> In the <u>TrackStar</u> <a href="http://trackstar.hprtec.org/themes/sik-4/index_sik4.html">http://trackstar.hprtec.org/themes/sik-4/index_sik4.html</a>		Rubric 6 Rubric 7	1.5
Students will generate rationale for project choice	<b>Post URL of project chosen and rationale</b> for choice	Small Item Board		Rubric 8	0.5

	<b>Peruse project URLs and rationales</b> posted by group members. Post feedback on each choice.	Use Small Group Item to read and respond.			0.5
<b>Objective</b>	<b>Description of the Activity</b>	<b>Resources</b>		<b>Assessment (see numbered rubric sheet)</b>	<b>Hours</b>
<b>Week 5</b>  Students will produce grade level appropriate project description, aligned with NYS standards	Students <b>post project outline/timeline</b> aligned with grade level standards	Consult <a href="http://www.nysatl.nysed.gov/standards.html">www.nysatl.nysed.gov/standards.html</a> For NYS Standards		Rubric 9	3.0

Objective	Description of the Activity	Resources		Assessment (see numbered rubric sheet)	Hours
<b>Week 5 (cont)</b> Students will collaborate	<b>Students peruse</b> and provide feedback for fine tuning to small group members' projects	Read and respond to group member project postings in Small Group Item.		Rubric 10	0.5
<b>Week 6</b> Students will share their work with a wider audience	<b>Students post final project</b> designs in the Final Project Post Item.	Final Project Post Item			0.5
Students will evaluate the course	<b>Students complete course evaluation</b>	<a href="http://eeznt3.nyiteez.org/scripts/ssvws.cgi?surveysaid/nasboces/Online_TC.htm">http://eeznt3.nyiteez.org/scripts/ssvws.cgi?surveysaid/nasboces/Online_TC.htm</a>		Rubric 11	0.5