

ccdt

collaborative curriculum design tool

Web Instruction, Work-Based Learning, &Enterprise

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grade:	9th–12th grade
subject:	web development
description:	A professional development model on how run the classroom as a small consulting web business.

Throughlines

1) Turn your classroom into a small consulting web business : The professional development will be provided by TechBoston in the summer of 2005 for 30 PDPs and 2 in–service credits (<http://techboston.org/courseregistration/courselist.php?id=50>). No more than 20 Boston Public School K–12 web development and content teachers interested in integrating web projects into their curriculum will register to convene in a 4 day workshop at Bunker Hill Community College. Participants will be required to be proficient in HTML, Dreamweaver and Photoshop. The training schedule is as follows : 07/25/2005 (8:00 AM – 4:00 PM) 07/26/2005 (8:00 AM – 4:00 PM) 07/27/2005 (8:00 AM – 4:00 PM) 07/28/2005 (8:00 AM – 4:00 PM) The mission of the professional development is to provide teachers with the materials, methods, and ongoing support to successfully run their classrooms as small consulting web businesses.

Generative Topics

- 1) Reduce your preparation time :** (don't reinvent the wheel) Although there are a number of highly skilled, innovative, and motivated web development teachers in the BPS, their methods and materials are not documented and/or distributed in a cohesive, collaborative way that could ease the delivery of a web development course. The Project 165:Living the Standards focus group has produced a Web Development Course Guide and created an online community for web development teachers. The professional development will introduce the Course Guide, its materials and methods, and the companion online community to participants in an effort to ease the startup, implementation, and ongoing development of the curriculum in their classrooms.
- 2) Deepen students' understanding :** It is important that teachers understand that integrating academic content into web development projects deepens a student's understanding of an academic subject.
- 3) Empower and activate your students :** It is important that students gain the soft skills, technical abilities, and the real–world business experience provided in a web development class in order to develop industry standard abilities and interests which can empower them to broaden their post–secondary school opportunities. Students are able to surf the web, email, and chat online, but few are producers of the media they consume every day. Students will become active producers of web–based media in a web development class. Students will become better able to present content, whether academic, personal, or professional, effectively in a web–based medium. By interfacing with clients in the surrounding communities and building community service projects into their classroom experience, students are able to expand their learning environment outside of the classroom and produce tangible products while developing professional and interpersonal skills.
- 4) Receive ongoing support :** It is important that participants know how to collaborate online in VES in order to share best methods and materials to support each other and to further the development of a universal web curriculum in the BPS. Participants should be able to understand the importance of sharing resources, lesson plans, projects, and rubrics with fellow web educators in an effort to support each other and to further develop the Course Guide into a robust resource for future BPS teachers.
- 5) Increase community wealth :** By providing consulting services to local business and non–profit organizations, students and teachers are able to directly enhance the economy of their community.

Unit Level Understanding Goals

Understand what the TechBoston Consulting Group is and how it works:

Learners will understand what the TechBoston Consulting Group is and how it operates in a partnership with schools.

(1)

Be able to establish and manage a web consulting business in your classroom:

Participants will emulate industry-based work flow from discovery to deployment for real-world and/or academic clients in their classrooms.

(2)

Be able to use the Course Guide:

Participants will be able to understand the structure and application of the contents of the Course Guide by running through all of its activities and using its materials during the professional development.

(3)

Produce materials you can use in your classroom:

Participants will produce actual materials they can use back in their classrooms.

(4)

Be able to assess student work:

Participants will understand how to evaluate their students' web sites using a rubric.

(5)

Be able to access and participate in the VES community:

Participants will be able to log into the web development community in VES and post and download materials there.

(6)

Unit Level Understanding Goals

Understanding Performances

Ongoing Assessment

(#2)
(#3)

Build a business identity for the class (introductory): The class builds a business identity for itself as an example of the course guide activity. Participants are asked to evaluate which soft skills are developed during this activity.

(#2)
(#3)
(#4)

Form a design team (introductory): Participants are asked to go through a team-building activity in order to identify personalities and skills within the group (for example, build the tallest tower using newspaper). Then, team members assign roles and responsibilities such as content writer/researcher, manager, developer/programmer, and designer. It is important that participants are grouped according to the skill level and interest assessed in the pre-surveys. At the end of the activity, participants are asked to evaluate which soft skills were developed during this activity.

(#2)
(#3)
(#4)

Develop real-world scenarios (guided): In their teams, participants develop scenarios that demonstrate good client-relationship skills. Scenarios may include proper oral and written communication, what it means to "act professionally" (dress, manner, etc), the importance of meeting deadlines and deliverables, asking appropriate questions to understand client needs, and resolving possible conflicts with dissatisfied customers. The team should develop a written scenario and act it to the group. At the end of the activity, participants are asked to evaluate which soft skills were developed during this

activity.

(#3)

(#4)

Build a web site for a client

(guided): Participants work in their teams and build a web site for an assigned fictitious client. Each team is given either a for-profit, non-profit, or an academic client. Client packets are provided for the team to work with. Teams are asked to create a fictitious project plan (outlining due dates and milestones), a flow chart (map of the web site and its navigation system), and use their web design skills to build a web site. At the end of the activity, participants are asked to evaluate which soft skills were developed during this activity.

(#5)

(#3)

Present to the class

(culminating): Each team will present their web site to the class. At the end of the activity, participants are asked to evaluate which soft skills were developed during this activity.

(#5)

(#3)

Evaluate a web site

(culminating): Participants will evaluate all of the team's web sites using a provided web site rubric to demonstrate their understanding of what makes an effective web site. Additionally, examples of "bad" and "good" web sites will be shown.

Webby Awards – the Oscars of the internet (formal):

Have participating classrooms compete in a district-wide "webby awards" contest in which web sites developed by participating schools compete for specific honors and/or are recognised for certain achievements.

(#6)

Participate in the online community

(culminating): Participants are asked to post 1 real-world scenario they developed, their team's project plan and flow chart, a reflection on their design team experience, and their team web site (either a URL or a zip file), to the VES online environment to demonstrate their understanding of the virtual space as a place to share and continue to improve their materials and methods.

classroom visits (peer): The PD instructor or an appointed on-site course supporter for each school represented at the PD, should visit a participating teacher's class to observe the execution of the web development course guide in an active classroom.

Ongoing Assessments that are not associated with other items:

F2F focus group with teachers

(community): Stipended participants reconvene f2f to reflect on their implementation of the web course guide in their own schools. Participants are asked to meet halfway through the academic year and at the end of the year. Participants are asked to present products and share their experiences implementing the Web Course Guide in their classrooms.

online facilitation (teacher): An administrator monitors the online space to facilitate and encourage

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collaboration and feedback between teachers in the online community.

pre and post surveys

(formal): Using surveymonkey.com, participants are surveyed before going through the PD, and then are surveyed about their experiences at the completion the PD.

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.