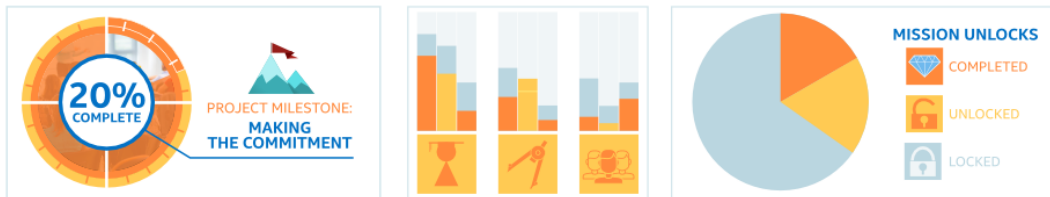


THRIVE LEARNING ...

From Maximized Outputs to Sustainable and Scalable Outcomes

"Because time invested in learning should enable us to do great things!"



Underlying Pedagogy - Learning is anchored by research-grounded best practices found in effective impact-focused, inquiry-based, game-infused and community-enabled blended learning environments ... designed to create engaged and purposeful learners who work individually and collaboratively on projects that are personally relevant and socially significant with the goal of helping ALL individuals thrive in a rapidly changing, digitally connected world.

Particular emphasis is placed on the following three pillars:

a) IMPACT-FOCUSED, PERSONALLY RELEVANT

Content is carefully chosen to ensure real-world value, positioned as part of a use-inspired trajectory, and contextualized to ensure players make connections to personal and career goals.

- Foster the **contextualized knowledge, relevant skills and abilities**, and **storied achievements** necessary for successful 21st Century lives and careers;
- Provide learners engaging challenges that connect learning to **personal interests, life and career goals**, and **real world unlocks**;
- Cultivate the **underlying confidences, needed commitments** and **critical dispositions** to thrive in a complex, rapidly changing, digitally connected world.

b) INQUIRY BASED, GAME INFUSED

Players are powered by inquiry---based, game---infused blended learning pathways designed to nurture an engaged and purposeful learner who achieves personal milestones.

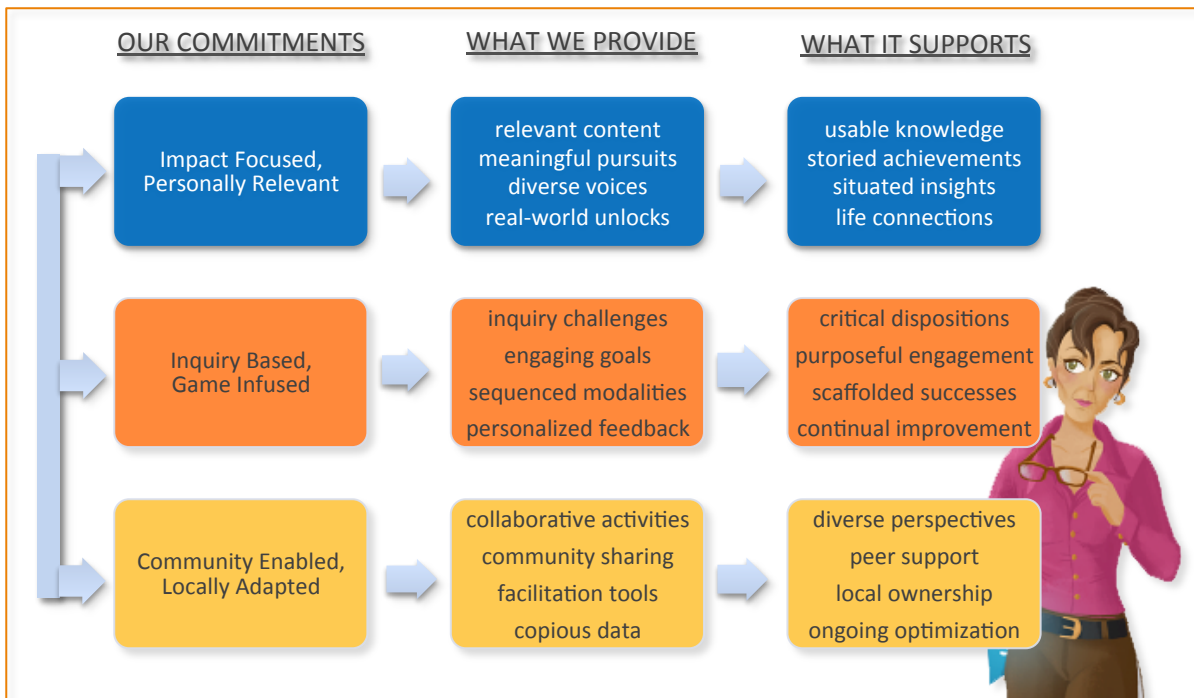
- Scaffold success through **carefully sequenced, blended learning** pathways with copious **actionable feedback** to ensure all learners can succeed;
- Provide **inquiry challenges** using **multiple modalities** and a delicate balancing of **challenges and rewards** to maintain an engaged and purposeful learner;
- Design opportunities to **apply/practice** within **virtual and real world settings** that provide players safe feedback in relation to individual choices.

c) COMMUNITY ENABLED, LOCALLY ADAPTED

The experience, while based on carefully curated content, can be customized, adapted, and expanded to ensure player success, community voice, and local relevance.

- Motivate **collaboration, mentoring, and sharing** among a **community of enthusiasts** supporting each player competes with their better selves;
- Empower facilitators to **modify, extend, and adapt experience** in relation to player and community needs with a focus on ecosystem integration.
- Provide **copious** and **accessible data** so that individuals and the community can **continually optimize** the system for sustained and scaled impact.

PLATFORM COMPONENTS





QUEST 1: ACCEPTING THE CHALLENGE

1 OF 5

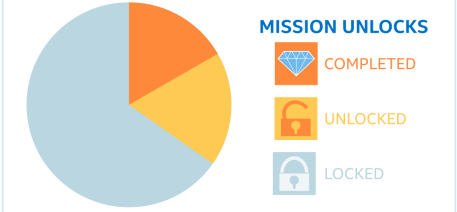










MISSION 1: GETTING TO KNOW PBA

1 OF 5

In this mission, you'll be exploring characteristics and benefits of Project-Based Approaches, as well as some of the challenges you and others might encounter along the way. This is the first step of establishing your knowledge base about PBA, and will set you up with some powerful resources to draw from as you refine your understandings throughout the quest.








▶ PLAY MISSION





MISSION ALLIES


MARIA


ABE


LISA


BOB










FEELING UPBEAT



CLOSE

I'm sorta new to the whole project-based experience thing, and even though [Abe/Maria] kept mentioning on the phone that PBAs are really useful, I'm not sure what to make of it all. I get the feeling that if I agree to go this direction, I'll be forced to change my whole approach to teaching. Is that true?

It shouldn't matter how difficult it is for you or your students as long as you're giving them an opportunity to do hands-on work and make real world connections. You need to prepare yourself for whatever it takes.



Mandisa feels good about this conversation

Mandisa:

But how much time am I going to have to spend on modifying what I do? I'm already overloaded with work and family and meetings and grading... Don't you think adding projects will put a ton of pressure on me if I don't have a co-teacher?

No need to worry--If you already have working strategies that help your students learn, you'll just need to rearrange them slightly to fit PBAs. Projects are a vehicle for instruction, not the be-all end-all of pedagogy itself.

It shouldn't matter how difficult it is for you or your students as long as you're giving them an opportunity to do hands-on work and make real world connections. You need to prepare yourself for whatever it takes.

That's pretty spot on. PBAs make you throw everything you've learned out the window and start from scratch. I mean, it's rough, but starting fresh can be fun, you know?

Believe it or not, PBAs are pretty flexible. Teachers can usually personalize projects to tailor them for individual students as-needed. It's not bad at all!



FEELING SKEPTICAL!



I'm sorta new to the whole project-based experience thing, and even though [Abe/Maria] kept mentioning on the phone that PBAs are really useful, I'm not sure what to make of it all. I get the feeling that if I agree to go this direction, I'll be forced to change my whole approach to teaching. Is that true?

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Jane is skeptical about your response....

Colleague:

But how much time am I going to have to spend on modifying what I do? I'm already overloaded with work and family and meetings and grading... Don't you think adding projects will put a ton of pressure on me if I don't have a co-teacher?

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CLOSE

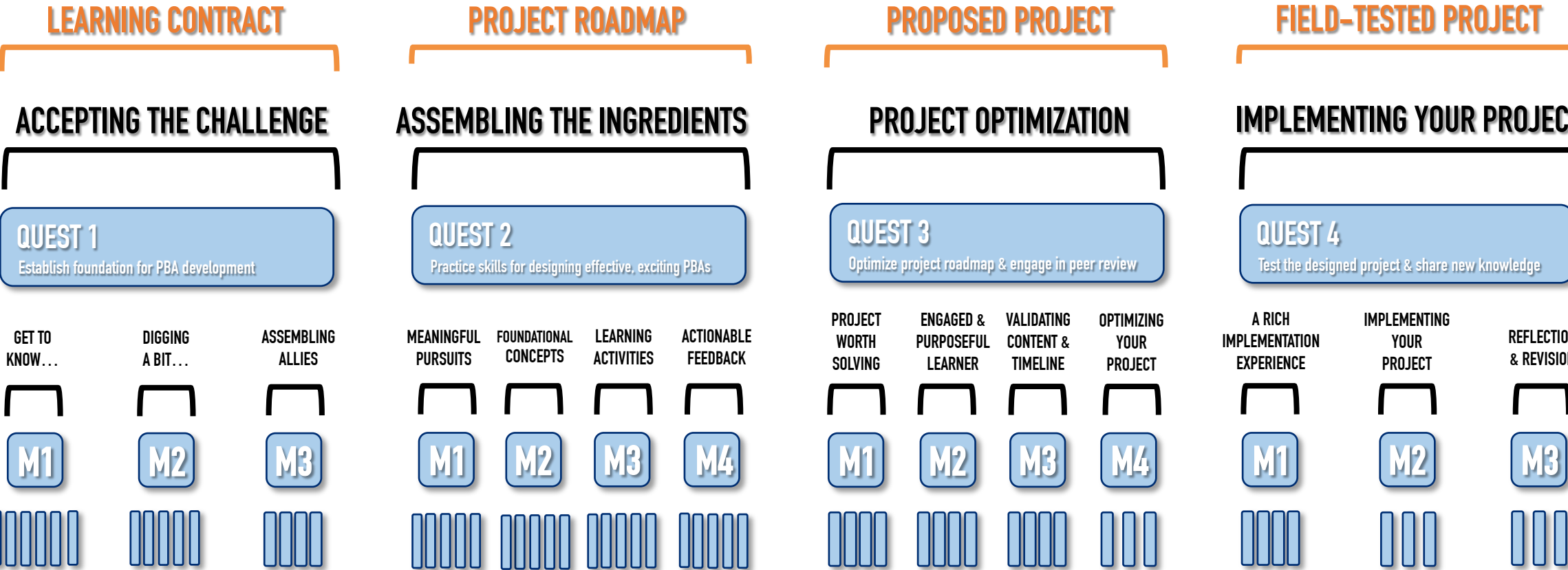
THE JOURNEY TO PROJECT-BASED APPROACHES

A game-infused, impact-focused, community-enabled program designed to help educators adopt project-based approaches

JOURNEY SKILLS { FOUNDATIONS PURSUITS PATHWAYS STRATEGIES ASSESSMENTS }

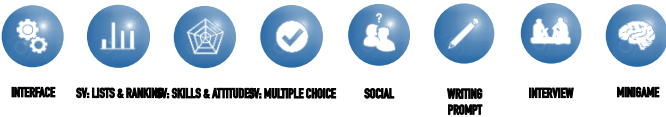
JOURNEY (COURSE)

JOURNEY STATS { STUDENTS PROJECTS COMMUNITY }



QUEST | ACTIVITY/LEARNING OBJECTIVE/GAME OBJECTIVE

ALIGNMENT

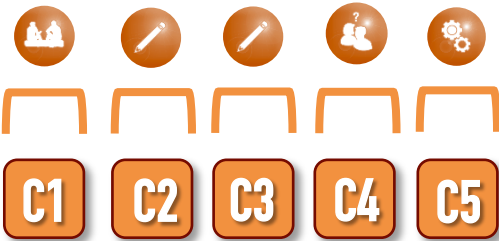


QUEST 1: ACCEPTING THE CHALLENGE

MAKING A COMMITMENT

MILESTONE

Formulate an argument in favor of utilizing PBAs in the classroom environment

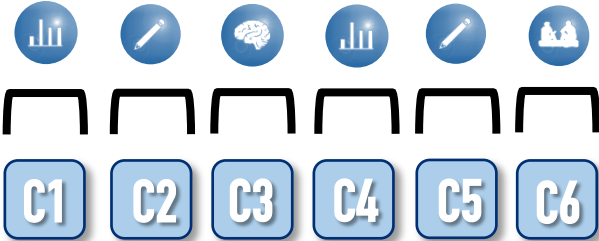


- Interview with a Stakeholder**
Persuade administrator to adopt PBAs
- The 'Why' of PBA**
Describe personal benefits of PBAs
- The 'What' & 'How' of PBA**
Describe personal pain points and resolution strategies
- Community Collaboration**
Review & reflect upon peer feedback
- Signing On**
Evaluate & reflect upon beliefs and goals about PBAs

GETTING TO KNOW PBA

MISSION 1

Establish understandings about key PBA characteristics, benefits, & misconceptions

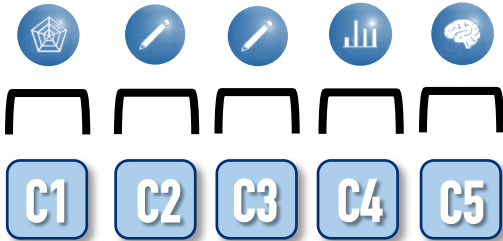


- Identify the Characteristics**
Identify & list defining characteristics of PBAs
- Compare Your Characteristics**
Compare & contrast personal & provided PBA characteristics
- Project or Not?**
Assess & reflect upon understanding of PBA characteristics
- Research the Benefits & Pain Points**
Identify benefits & pain points associated with PBA implementation
- Compare Your Benefits & Pain Points**
Conduct & support a ROI analysis for a chosen project
- Convincing a Colleague**
Persuade fellow educator to implement PBAs

DIGGING A BIT DEEPER

MISSION 2

Deepen understanding through applied modalities regarding practical implementation

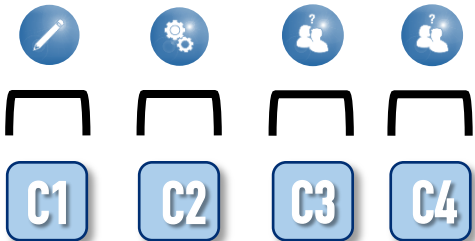


- Evaluate Your PBA Orientation**
Explore skill dimensions associated with PBAs
- Reflecting On Your PBA Orientation**
Analyze & reflect upon results of the PBA survey measure
- What is a Project?**
Construct a definition for "project"
- Benefits For Teachers & Students**
Identify benefits of PBAs from teacher and student perspectives
- Matching Student to Project**
Apply understanding of PBAs to real world classroom situations

ASSEMBLING YOUR ALLIES

MISSION 3

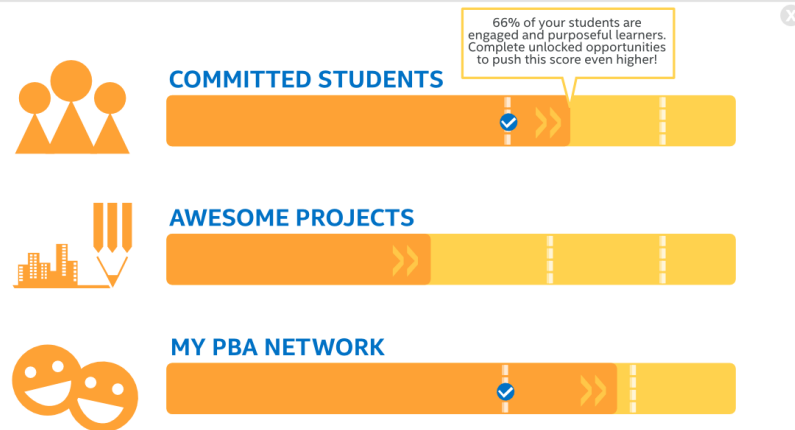
Establish that there is a community of PBA practitioners & platform for sharing



- Exciting Your Students**
Persuade students to be excited about PBAs
- Build Your Profile**
Outline personal intentions, goals, & learning trajectories
- Get Collegial**
Expand personal connections with other educators
- A Taste of Peer Review**
Evaluate & discuss student engagement

7 Elements

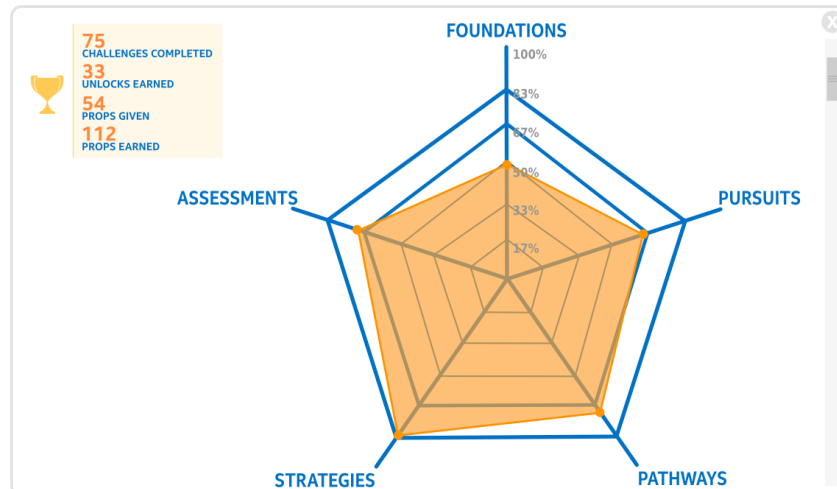
Journey Stats Menu



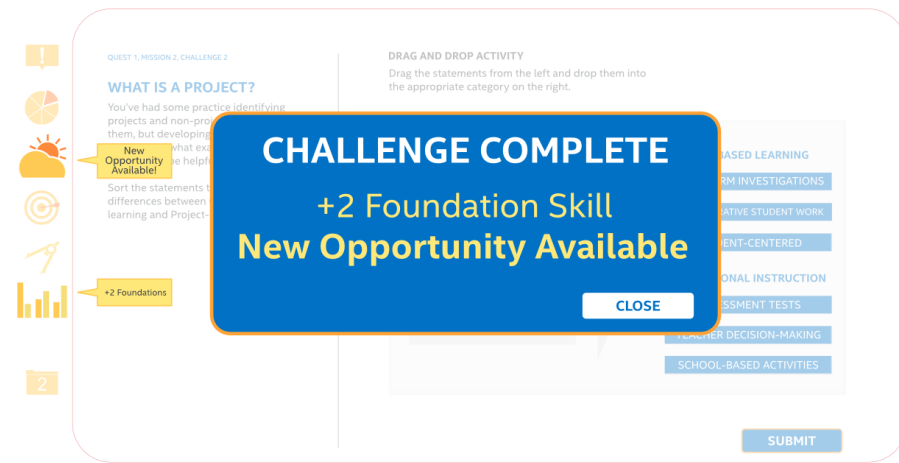
Quest Goals Menu



Skills Menu



Challenge Dashboard Showing Unlock and Skill Increase Upon Challenge Complete



4-up Mission Flow

intel

JOURNEY PAGE

COMMUNITY

ME

intel

QUEST 1: ACCEPTING THE CHALLENGE 1 OF 5

MISSION 1: GETTING TO KNOW PBA 1 OF 5

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MISSION ALLIES: WASH, ABE, LISA, BOB

PLAY MISSION

Mission Stepthrough 2-2

intel

JOURNEY PAGE

COMMUNITY

ME

SEASONS PROJECT

In this project, young students take on the role of botanists, exploring the question, *How does the world change during the school year?* They record observations and collect data on tree changes during each season. Later in the project, the students share their findings with The Arbor Day Foundation and compare the effects of seasonal changes with e-pals in Australia.

KEY CHARACTERISTICS ACTIVITY

Open the resource titled, "Real Classroom Projects." Looking at these, can you identify six characteristics of Project-Based Approaches?

CHARACTERISTICS

21st century skills

SUBMIT

Mission Stepthrough-3

Those were some really great characteristics you found. Here are some of my ideas for the characteristics of Project-Based approaches. What do you think? Did you and I find some of the same things?

ABE'S LIST

- Students at the center
- Students work with peers
- Students take on role of experts
- Projects aligned to standards
- Varied instructional strategies
- Real-world connections

YOUR LIST

- 21st century skills
- Teacher as facilitator
- Technology supports learning
- Student-centric
- Students work together
- Good assessment milestones

You know, I'm not sure that we did.

Yes, I think we did find some of the same things.

intel

FEELING SKEPTICAL!

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It shouldn't matter how difficult it is for you or your students as long as you're giving them an opportunity to do hands-on work and make real world connections. You need to prepare yourself for whatever it takes.

But how much do I'm already grading - Don't on me if I don't

Believe it or not, PBAs make you throw everything you've learned out the window and start from scratch. I mean, it's rough, but starting fresh can be fun, you know?

Believe it or not, PBAs are pretty flexible. Teachers can usually personalize projects to tailor them for individual students as-needed. It's not bad at all!

CHALLENGE COMPLETE

+2 Foundation Skill

New Opportunity Available

CLOSE

4-up Challenges

JOURNEY PAGE

COMMUNITY
 ME

Challenge Dashboard Showing Drag and Drop (started)

QUEST 1, MISSION 2, CHALLENGE 2

WHAT IS A PROJECT?

You've had some practice identifying projects and non-projects when you see them, but developing a formalized definition of what exactly makes "a project" can be helpful as well.

Sort the statements to explore the differences between Conventional learning and Project-Based Approaches.

DRAG AND DROP ACTIVITY

Drag the statements from the left and drop them into the appropriate category on the right.

ASSESSMENT TESTS

SCHOOL-BASED ACTIVITIES

COLLABORATIVE STUDENT WORK

STUDENT-CENTERED

TEACHER DECISION-MAKING

PROJECT-BASED LEARNING

LONG-TERM INVESTIGATIONS

CONVENTIONAL INSTRUCTION

SUBMIT

Student Opportunity Challenge (virtual)

CHALLENGE: MATCH STUDENT TO PROJECT

MATTHEW
MIDDLE SCHOOL STUDENT

I enjoy being in middle school - especially working with technology. In my free time I am usually online. I like make web pages about gaming and I lead groups in online games. But, I think school is mostly boring and uninteresting. I don't like to participate in class, I don't like to do homework and I really hate doing tests and usually get low grades on them.

MATCH STUDENT TO PROJECT

Select the type of project work that would be most appropriate for this student and then press the SUBMIT button.

PROJECT 1

☐ A collaborative project with ongoing assessment, such as reflection, peer feedback, and teacher conferences would help Matthew improve his test-taking skills.

PROJECT 2

☒ In a collaborative project, Matthew could assume the role of technologist and be responsible for the group's technology use in the project. The group would rely on Matthew's skills on a daily basis.

PROJECT 3

☐ A research project would help Matthew develop his homework skills. A research project could involve students choosing a topic and conducting research on their own.

SUBMIT

Challenge Dashboard Showing Composition with Resource Interrogation/Collaboration

JOURNEY PAGE COMMUNITY ME

Reviewed 12/3/2014

Revise & Submit SUBMISSION STATUS

PARTY MEMBERS

WRITING AND PEER COLLABORATION ACTIVITY

Write a paragraph detailing your overall level of PBA readiness and where you would like to be when you finish the Project-Based Approaches course. When finished, invite three peers to review your work and provide feedback before you submit.

File • Edit • Insert • View • Format • Table • Tools

Paragraph

This is content that will be written and then submitted. When I start typing in this area, the submit button will change from gray to blue (as shown) to indicate that I can now submit my work. By default, my work is autosaved by the system.

I can use this space to enter a good amount of text and I can upload pictures, music and video files, and enter tables, attach pdfs, etc.

PARTY REVIEWS: 2 of 3 SUBMIT

Grade Level: 6-8 Content Areas: Math, Science

SOLAR COOKER PROJECT

Status: Implemented By: PNovak

OVERVIEW

I plan to present this project to my students by showing them the Get on the Net video and explaining the idea in class. I will send home the letter to parents, and have students sign a buddy contract. I will tie it into our curricular studies by relating it to our unit on heat transfer (conduction, convection, and radiation). It will also link to some technology standards that must be covered. I think the video will get them interested to begin with. Then I plan to do the class survey and welcome packs with other countries who are doing this solar cooker project if they would like to exchange that information. I think that will get them interested. And of course, the hands-on aspect of making the solar cookers will interest many students. My students will bring background knowledge of how to use the internet and email, some have video camera knowledge, some may have construction background skills, and they all have research skills.

92 views | 81 ★ |

▶ EXPAND TO VIEW PROJECT DETAILS

COMMENTS

RMeyer
3/3 PM Oct 27
A comment about this project. By default, comments are addressed to the project owner.

3 ★ 2 ▲ REPLY

BHowell • RMeyer
3/3 PM Oct 27
All replies to a comment are nested under the parent comment one level and have the target of their reply indicated next to their name.B

1 ★ 1 ▲ REPLY

SIMILAR PROJECTS

- Math, Science
OUR RIVERS, ONE WORLD
Blommon, Tjelleite
- Science
OUR CARBON FOOTPRINT
Altdorfer
- Social Studies
STUDENTS UNLIMITED
WVWoon

Intel® She Will Connect

Connecting girls and women to opportunity through technology



Omwocha is a 22 year old young woman from Kileleshwa, south of Nairobi, Kenya. She completed secondary school and took some university courses before leaving due to financial pressures. She became self-employed, cleaning business offices in Nairobi for clients before they come into work.

She uses the Internet frequently and usually on the go. She began to use computers to create her own invoices and documents helps her business, and her ability to respond to clients quickly by email on her phone raised her profile among clients. She leveraged her smartphones including drafting and editing documents on it, as part of her cleaning business. She grew this into a large business with over 100 employees, mastering digital tools to help her gain an edge.

Omwocha is now a mentor at her local Telecentre, giving back to her community by helping other women master technology.

Digital Self:	Community Connections:	Story Creator:
8	9	6
My Life:	Our Impact:	
7	9	



THE JOURNEY TO DIGITAL EMPOWERMENT

Leverage digital literacies to unlock new possibilities and create a digitally enhanced me

