Programme Details

Programme:  : Intel® Teach Essentials (Version 10)
Course Length : Two days
Pre-requisite  : Intel® Teach Elements (Part I of the Intel Teach Essentials Course)

Course Description

This course is the second part of Intel Teach Essentials designed for UTAR’s academic staff who have attended the first short course on Project Based Approaches (PBA). The Intel® Teach Essentials Course helps participants develop student-centered learning through technology integration and project-based approaches.

The Essentials Course which consists of instruction is delivered through 8 curricular modules. The 32 hour course curriculum which supports the following has been redesigned to cover all aspects of Essentials in 16 hours:

- Instructional design, project approaches, multiple methods of assessment, and promotion of 21st century skills
- Effective use of technology in the classroom
- Instructional uses of new communication and collaborative learning technologies
- Research and productivity strategies and tools
- Problem-solving and working in teams

The Intel® Teach Essentials Course v.10 draws on content from the Intel® Education’s Designing Effective Projects and Assessing Projects. Activities model student-centered project approaches with the teacher as facilitator and focus on student collaboration, self-direction, and self-reflection. Unit design is research-based with research information integrated into the modules and referenced at the end of each module.

Course Objectives

The objective is for each participant to leave the course prepared to effectively implement a technology-rich Unit Portfolio that engages students in effective use of technology to achieve standards.

The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

As participants progress through this course, they collaborate with other participants and discuss ideas for both introducing and using technology in the classroom.
**Course Learning Outcomes**

By the end of the course, participants will utilize the action plan in Part I training to help complete the Unit Portfolio which will have designed materials and activities to implement project-based approaches in their classrooms.

Through those modules, participants will develop a standards-based curricular unit that promotes 21st century skills, specifically encouraging student self-direction and higher-order thinking through problem-solving, collaboration, and the use of productivity strategies and tools.

**Course Content**

The Intel Teach Essentials Version 10 is the latest in the Intel suite of professional development curriculum. This course consists of 8 modules. The highlighted portions which have already been covered in Part I will be linked to this 2 day course.

**Module 1**
- Inclusion of the research behind how units are designed and developed in the Intel Teach Essentials Course
- Introduction to project-based learning
- Creation of a publication to explain projects to students and parents
- Use of a blog to reflect on learning
- Incorporation of a project approach to learning and 21st century skills into one’s unit

**Module 2**
- Addition of more resources and strategies for developing and refining Curriculum-Framing Questions
- Creation of an assessment timeline to plan multiple methods of assessment throughout the unit
- Creation of a multimedia presentation to gauge student needs
- Use of a blog to reflect on learning
- Addition of new activity to develop understanding of the scope of Essential Questions (and removal of *Understanding by Design* excerpt)
- Identification/clarification of standards and objectives based on a rubric

**Module 3**
- Use of a wiki to share ideas in a Pedagogical Practices activity
- Use of the Internet for communication (e-mail, chat, instant messaging, Voice Over Internet Protocol)
- Use of the Internet for collaboration and sharing (wiki, blog, online collaborative editing resources)
- Use of an online collaborative editing spreadsheet to share unit ideas
- Use of a blog to reflect on learning

**Module 4**
- Creation of a multimedia, publication, wiki, or blog sample for one’s unit
- Use of a blog to reflect on learning

**Module 5**
- Discussion on how to involve students in the assessment process using an online collaborative editing spreadsheet
- Examination of student-centered assessment strategies
- Self-assessment of one’s current assessment practices
• Creation of an assessment to assess the student sample using the Intel® Education Assessing Projects application
• Revision of student sample based on its assessment
• Use of a blog to reflect on learning

Module 6
• Discussion on how to help students adapt to a project-based, student-centered classroom
• Exploration of different learning modalities and revised strategies for accommodating all learners
• Creation of an assessment to encourage and support student self-direction
• Use of a blog to reflect on learning

Module 7
• Discussion on how different questioning strategies can promote higher-order thinking in the classroom
• Self-assessment of facilitation skills
• Re-focus of the teacher support material to a facilitation support resource
• Use of a blog to reflect on learning and sharing of one blog entry

Module 8
• Use of a wiki to showcase Unit Portfolios with multiple ways of receiving feedback
• Reflection on one’s learning throughout the course through the use of a blog entry and group discussion