

PROJECT-BASED LEARNING

1	Course Title:	PROJECT-BASED LEARNING
2	Course Code:	BIL5106
3	Type of Course:	Optional
4	Level of Course:	Second Cycle
5	Year of Study:	1
6	Semester:	2
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Doç. Dr. NURAY PARLAK YILMAZ
15	Course Lecturers:	
16	Contact information of the Course Coordinator:	e-posta: npyilmaz@gmail.com Tel: 29 42232 Adres: Uludağ Üniversitesi Eğitim Fak. Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü A Blok, Kat:4 Oda No: 410 Görükle Yerleşkesi 16059 Görükle/ BURSA
17	Website:	
18	Objective of the Course:	The aim of this course is to develop the candidates' skill to design computer based learning processes by cooperating with different sections of teaching
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	
	1	Able to explain what the project based learning is
	2	Able to explain the theoretical basis of project based learning
	3	Able to explain the content of each step of computer based learning
	4	Able to design computer based learning processes in cooperation
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21	Course Content:	
	Course Content:	
Week	Theoretical	Practice

1	Informing the students about the content, method and resources of the course The instructor consists on the question “Why project based learning?”			
2	Discussion on what the computer based learning is and on its scope via the given materials.			
3	Discussion on the theoretical basis of computer based learning via the given materials			
4	Examination of the procedure of computer based learning via some samples applied before			
5	The students do some practices how apply the method of computer based learning. The procedure is carried out step by step in each week. Starting the application works: 1.Determination of targets 2.Determination of the problems or the work which will be done			
6	3.Composing of the teams and the distribution of duty 4.Determination of characteristics of result report and of presentation procedure			
7	5.Forming of working calendar			
Activites		Number	Duration (hour)	Total Work Load (hour)
10 Theoretical	8.Gathering of information	14	2.00	28.00
11	9.Evaluation of the information gathered			
Practicals/Labs		0	0.00	0.00
12 Self study and preparation	10.Preparing the reports and presentation	0	0.00	0.00
13	11.Presentation of the project			
Homeworks		0	0.00	0.00
14 Projects	12.Evaluation of the project	1	80.00	80.00
Field Studies		0	0.00	0.00
Midterm exams		0	0.00	0.00
Others		0	0.00	0.00
Final Exams		1	12.00	12.00
Total Work Load				120.00
Total work load/ 30 hr				4.00
ECTS Credit of the Course				4.00

22	Textbooks, References and/or Other Materials:	<p>Cognition and Technology Group at Vanderbilt (CTGV). (1992). The Jasper experiment: An exploration of issues in learning and instructional design. <i>Educational Technology Research and Development</i>, 40, 65- 80</p> <p>Drake, K. N. & Long, D. (2009). Rebecca's in the dark: A comparative study of problem-based learning and direct instruction/experiential learning in two fourth-grade classrooms (Abstract). <i>Journal of Elementary Science Education</i>, 21(1),1- 16.</p> <p>Halvorsen, A., Duke, N. K., Brugar, K. A., Block, M. K., Strachan, S. L., Berka, M. B., & Brown, J. M. (2012). Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach . <i>Theory and Research in Social Education</i>, 40, 198- 229.</p> <p>Hernandez-Ramos, P., & De La Paz, S. (2009). Learning history in middle school by designing multimedia in a project-based learning experience (Abstract). <i>Journal of Research on Technology in Education</i>, 42(2), 151-173.</p> <p>Hung, W. (2008). The 9-step problem design process for problem-based learning: Application of the 3C3R model. <i>Educational Research Review</i>, 4(2) 118- 141.</p> <p>Kolodner, J. L., Camp, P. J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., Puntambekar, S., & Ryan, M. (2003). Problem-based learning meets case-based reasoning in the middle-school science classroom: Putting Learning by Design into practice. <i>Journal of the Learning Sciences</i>, 12(4), 495- 547.</p> <p>Krajcik, J. S., Blumenfeld, P. C., Marx, R.W., & Soloway, E. (1994). A collaborative model for helping middle grade science teachers learn project-based instruction .<i>The Elementary School Journal</i> 94(5): 483- 497.</p> <p>Moore, A., Sherwood, R., Bateman, H., Bransford, J. D., & Goldman, S. R. (1996). Using problem-based learning to prepare for project-based learning. In J. D. Bransford (Chair), <i>Enhancing project-based learning: Lessons from research and development</i>. Symposium conducted at the 1996 Annual meeting of the American Educational Research Association, New York City.</p> <p>Petrosino, A. J. (1995). <i>Mission to mars: An integrated curriculum</i>. Nashville,TN: The Cognition and Technology Group at Vanderbilt University.</p> <p>Ravitz, J. (2008). Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research. <i>Interdisciplinary Journal of Problem-based Learning</i>, 3(1), 4- 11. Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/2/</p> <p>Resnick, L. (1987). Learning in school and out. <i>Educational Researcher</i>, 16(9), 13- 20.</p> <p>Roth, W.-M., & Bowen, G. M. (1995). Knowing and interacting: A study of culture, practices, and resources in a Grade 8 open-inquiry science classroom guided by a cognitive apprenticeship metaphor. <i>Cognition and Instruction</i>, 13, 73- 128. http://college.cengage.com/education/pbl/background.Html http://www.edutopia.org/project-based-learning http://www.bie.org/</p>
23	Assesment	

TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	0	0.00
Quiz	0	0.00
Home work-project	1	70.00
Final Exam	1	30.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade		70.00
Contribution of Final Exam to Success Grade		30.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		
24	ECTS / WORK LOAD TABLE	

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	0	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK2	0	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK3	0	3	5	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK4	0	3	5	5	4	0	3	0	0	0	0	0	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low		2 low		3 Medium		4 High		5 Very High							