

EDUC1199 Project Package: 48-Hour Social-Emotional Journal

As a way to engage in constructing digital learning environments and “getting your feet wet” using the Teaching for Understanding framework, you will construct a well-structured WebQuest for elementary (3rd grade or above), middle, high school, or adult pupils on a particular topic of your choosing. We will be using the Zunal WebQuest Builder.

Your WebQuest Should Include:

- The following pages of a WebQuest: Welcome, Introduction, Task, Process, Evaluation and Conclusion.
- An image on every page of the WebQuest (such as those from <http://bit.ly/2201-images> or <http://photosforclass.com/>).
- A good generative topic and 2-3 understanding goals to guide your WebQuest in the Introduction.
- A Task page that provides an overview of the “big project” (culminating performance).
- A Process with roles, at least one introductory performance, at least one intermediate performances, and one culminating performance.
- An Evaluation that lists 2-3 criteria that you would be looking at to evaluate students’ understandings.
- A Conclusion that includes an opportunity for students to reflect on their learning and understanding, including questions to help students think about their learning in new situations.


Your WebQuest Reflection Write-Up Should Include: Here’s what you need in your reflection paper, which should be 1-2 pages long, single-spaced:

- A description of how the generative topic and the understanding goals guided your WebQuest.
- Imagine and report (see Course Tools and Practices document) how a teacher might use your WebQuest: how might it be introduced? How might the teacher encourage her students to use it?
- **IF YOU ARE WORKING AS A PAIR:** A description of what you contributed to your WebQuest team, and a plan for how you might do things better in your group in the future.

Remember The Framework

This is a list of projects from prior semesters that represent a range of disciplines and grade levels. Although I consider all of these to be very good examples, make sure you evaluate these models yourself and determine what you can learn from these models.

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| New Haven Social Development Curriculum | Skills | Self-Management Problem Solving and Decision Making Communication |
| | Attitudes and Values | About Self About Others About Tasks |
| | Content | Self/Health Relationships School/Community |

 **Your 48-Hour Social-Emotional Journal are due in TaskStream by August 31.** No late work will be accepted without prior approval. Please let me know if you have any questions whatsoever. I look forward to reading your insights!

EDUC1099: Journal Rubric

| | Beginning | Developing | Succeeding |
|--|--|---|--|
| Description of Contexts | The learning contexts that are written about in the journal are described with little detail. The details may be in the writer's head but not on the page. | The learning contexts that are written about in the journal are described in some detail. The reader is provided with enough information to understand the experience's connections with the social-emotional framework. | The learning contexts that are written about in the journal are described in explicit and interesting detail. The reader is provided with enough information to clearly understand the experience's connections with the social-emotional framework. |
| Using the Organizing Framework (New Haven Social Development Framework) | There may be some reference to the New Haven Framework, but these references may not be well connected to each other or to the context to support the story. | There are references and connections made between the story of the experiences and the New Haven Framework. The New Haven Framework is used in such a way to better understand the social and emotional dimensions of the experience. | There are clear and explicit references and connections made between the story of the experiences and the New Haven Framework. The New Haven Framework is used in such a way to extend the social and emotional dimensions of the experience. |
| Writing Conventions | The essay displays an adequate use of language and shows control of grammar, usage, and mechanics but may display errors. | The essay displays some sentence variety, facility in the use of language, and only limited errors. | The essay clearly displays effective sentence variety, facility in the use of language, and is generally free from errors in grammar, usage, and mechanics. |
| Deliberation and Effort | A fair degree of effort and thoughtfulness is evident in the writing, although it seems a little rushed or last minute. | Effort and thoughtfulness is evident in the writing. | Effort and thoughtfulness is clearly evident in the writing. |