

# PROJECT

Ellis, E.S. (1998). Watering up the curriculum for adolescents with learning disabilities – Part 2: Goals of the affective dimension. *Remedial and Special Education*, 19(2), 91-105.

This strategy is an example of how to promote effective group work.

## Preview the task

- The team analyzes the task parameters to anticipate the audience and goals for educating the audience.
- Clarify expectations regarding the nature of the project:
  - How it will be evaluated
  - Due dates
  - Presentation and content expectations
  - Expectations regarding collaboration and individual accountability

## Rough-out a plan

- The team can use the planning form (Figure 1) to structure the overall planning process associated with researching and presenting.
- Students *first* determine the potential topics and subtopics associated with the research and then provide an overview of key ideas that might be presented to the audience.
- *Next*, the team identifies their basic plan for investigating, experimenting, and /or inventing something to learn more about the topic.
- *Finally*, the team creates a tentative plan for presenting their findings to their audience.
- The planning form is used recursively by students. Thus, as development of the project proceeds and more is learned about the overall topic, the form may be revisited and revised several times.

Figure 1

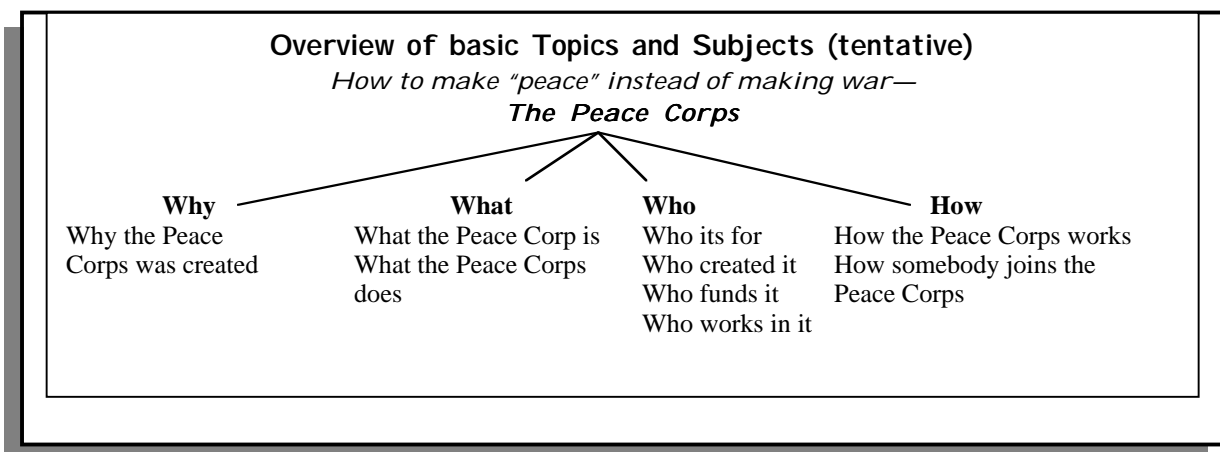
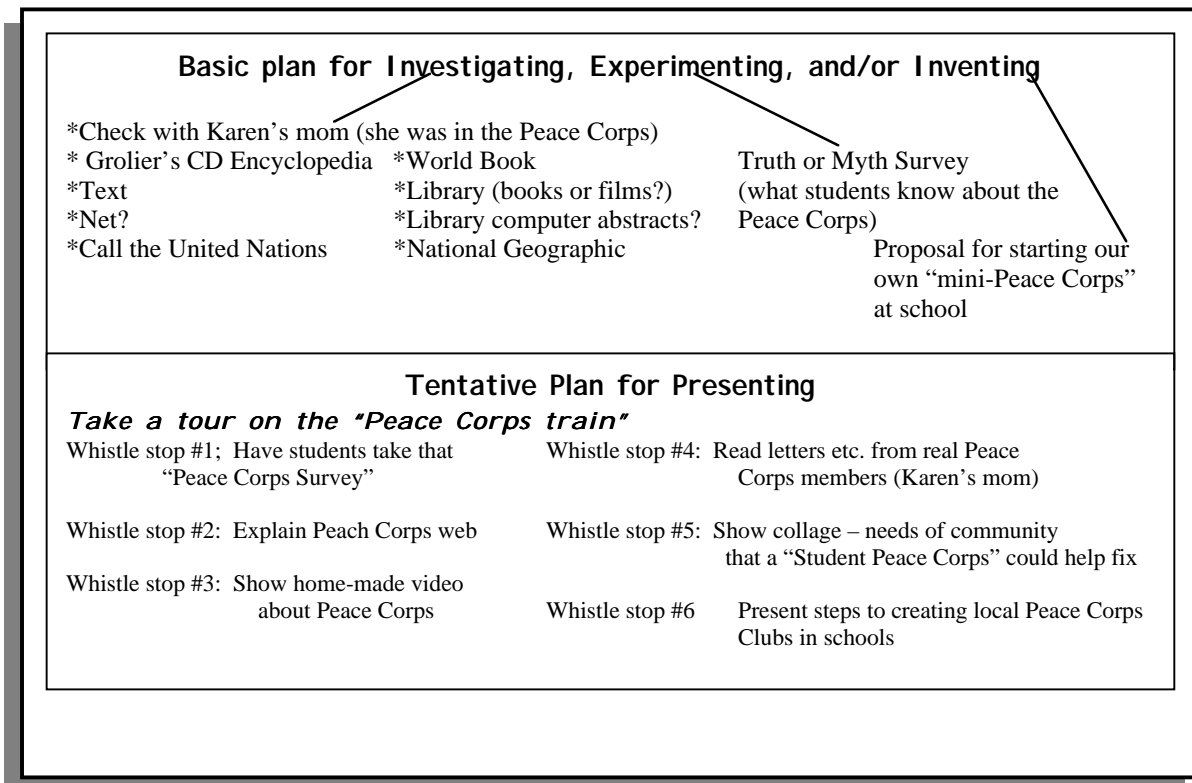


Figure 1 continued...



## Organize tasks & resources

## Jot down job assignments

## Examine obstacles & develop strategies

- Identify the various tasks that are required to complete the project
- Brainstorm to identify potential resources that might be used to completed each task
- Determine the strengths and talents of individual team members and make job assignments
- Brainstorm to anticipate what obstacles may be encountered as each task is undertaken and how these obstacles might be overcome

Figure 2

	Organize tasks & resources	Jot down job assignments	Examine obstacles & develop strategies
1	<b>Task</b> Peace Corps Web - locate info - design web - produce cool looking chart	<b>Potential Resources</b> *Karen's mom was in Peace Corps *Grolier CD encyclopedia *Marice - artwork *Text	<b>Who... Does What?... By when?</b> Karen - get info from mom 10/12 Ed - Grolier's CD & Net 10/14 Kim / Ed - check out library 10/14 Karen & Marice - design web 10/17
			<b>Potential Obstacles/ Ways to Overcome</b> Can't find enough info ↓ Call Information to get United Nations telephone number - call (Ed)
3	<b>Task</b> Video tape Karen's mom - Peace Corps experiences  *get copies of old letters duplicated	<b>Potential Resources</b> *Karen's mom *Ed's video camera *film	<b>Who... Does What?... By when?</b> Team creates interview questions 10/16 Karen video tapes Ed interviews Karen's mom 10/17 Karen copies old letter 10/18
			<b>Potential Obstacles/ Ways to Overcome</b> Can't get a camera ↓ See if Karen's mom can be a "guest presenter"
4	<b>Task</b> Design collage *take pictures *create visual display	<b>Potential Resources</b> *35 mm camera - Marice *Film - Marice *\$\$\$ to develop film - Karen's Dad?	<b>Who... Does What?... By when?</b> Team brainstorms pictures needed of Tuscaloosa 10/17 Kim takes pictures 10/18 Kim - Pictures developed 10/20 Marice & Kim - make collage 10/21
			<b>Potential Obstacles/ Ways to Overcome</b> Marice may forget to take the pictures or get the film developed ↓ Kim will call & remind
2	<b>Task</b> Design "Myth or Fact" Survey about Peace Corps	<b>Potential Resources</b> *Ideas about making a survey from Mr. PeCorpsno *Use ideas from Peace Corps web *Make copies to hand out	<b>Who... Does What?... By when?</b> Karen & Ed - make draft of survey 10/14 Mr. PeCorpsno feedback 10/22 Kim types & makes handouts 10/23
			<b>Potential Obstacles/ Ways to Overcome</b> Can't get feedback from Mr. PeCorpsno ↓ Use Mrs. Underwood?

## Commit to goals

- Students make commitments with regard to the quality of the overall project and presentation
  - Use of specific collaboration skills
  - Use of effective habits of the mind
- Figure 3 illustrates a “Commitments Contract” that the team completes

Figure 3

### Commitments to the quality of project and presentation

By signing my name below, I am making a commitment to:

1. Developing a high quality product that I will be proud of.
2. Creating a product that will make sense, be interesting and informative to my audience.
3. Being neat and careful.
4. Doing my share on time.
5. Doing my best.

Signatures of team members

### Commitments to collaborating effectively

*Check 3 that will be primary goals*

<input type="checkbox"/> Listening without interrupting	<input type="checkbox"/> Respecting different opinions, skills & abilities	<input type="checkbox"/> Giving “I” messages
<input type="checkbox"/> Turn-taking & involving everyone	<input type="checkbox"/> Encouraging & complimenting others	<input type="checkbox"/> Consensus building
<input type="checkbox"/> Offering assistance	<input type="checkbox"/> Recognizing and celebrating others’ successes	<input type="checkbox"/> Giving negative feedback
<input type="checkbox"/> Communicating about difficulties	<input type="checkbox"/> Recognizing unique talents of others	<input type="checkbox"/> Peacefully resolve conflicts

Other \_\_\_\_\_

### Commitments to using effective habits of the mind

*Check 3 that will be primary goals*

<input type="checkbox"/> Using & keeping timelines	<input type="checkbox"/> Organizing ideas & being clear	<input type="checkbox"/> Being open minded
<input type="checkbox"/> Resisting impulsiveness	<input type="checkbox"/> Being accurate	<input type="checkbox"/> Being creative
<input type="checkbox"/> Engaging in challenging tasks	<input type="checkbox"/> Noticing how you & others think	<input type="checkbox"/> Viewing an idea in unusual ways
<input type="checkbox"/> Persisting during tough times	<input type="checkbox"/> Using information resources	<input type="checkbox"/> Presenting an idea in usual ways

Other \_\_\_\_\_

## **Target timelines**

- The team creates a timeline that outlines due dates associated with each key task associated to the project