

Praxis WI: The UW—La Crosse Model

Introduction: The attached document contains a sample *one-page* proposal that describes how one group at UW-L will utilize the funds provided to produce the PRAXIS based Learning Objects (LO's). The model utilizes students working as a team with the faculty member to create the content and to place it into the Flash template. A list of student activities is listed and a timeline is suggested.

A few notes about the design of the one-page proposal:

- Each team should seek to produce 3 or 4 LOs that are similar to the CESA LOs (see <http://home.aadlcolab.org/staff/pwirth/dlp/>).
- The design of the team and the activities involved are not required to be the same for each group. A goal of my model is to provide a meaningful, scholarly, team project that involves the education students on my campus. The project involves collaboration, research, materials development, and dissemination. This may require more of my time than other possible models, but it will have a positive impact on the students involved and will likely produce superior LOs (which is another of the project goals).
- I have chosen to pay the programmer by the hour. The time involved in the programming of the LOs may vary, but it is expected that the LOs will less time consuming to build after the programmer becomes more experienced. One advantage to the hourly rate is to allow for the possibility that one or more of the education student team members might be interested in the programming. The student would receive a stipend and an hourly rate. On the other hand, if the programmer is not a content producer, then the work expectation of this individual may exceed that of the content producers, and so the total pay may exceed the stipend.
- The Lesson Plans that are requested from the students are not a formal part of the resulting LO. The idea is to ensure that the students learn (via lesson study) the topics behind the problem and to can convince me and the other team members that they understand *why* the answer is what it is. I expect them to research the coverage of the topics and provide references to the materials that they have utilized (our library has a collection of materials).
- I plan to “approve” all LO topic selections, lesson plans, and storyboards soon *after* the other peer content writers approve them.
- I will encourage the team members to work on the *list of additional problems* (mentioned in the activities) from the very beginning of the process. I have observed in the past that as soon as a student can predict and understand the mistakes that others will make on a problem, they are ready to make a first attempt at teaching the related topic. So while the list on the next page appears to be a sequential list, portions of it could be worked on in parallel.
- UW-L will likely have more than one team. I plan to have the teams interact in some way throughout the semester. They may be asked to review a different teams LO pieces at each phase (so they see a portion of more LOs), and the teams may share a programmer (if the logistics work out). The exact nature of the multi-team interaction cannot be determined until all team leaders have been selected, so you do not need to specify these in your one-page proposal (but you might keep them in the back of your mind for later, should there be more than one team on your campus).
- To help my team stay on task, I will create a web-page that will include deadlines and examples for my team. It will be updated as the semester unfolds to include the lesson plans and storyboards selected by each individual (allowing others to assess them).
- In addition to the stipend, students may be able to receive research credits for their involvement. You may want to look into this possibility on your campus (this could imply the need for additional required activities).

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Robert Hoar

In the summer of 2006, I will attend the workshop mentioned in the proposal and work with the other participants to create a list of PRAXIS problems to address. In the fall, I will identify students that will help with content development and computer programming. I will disseminate the opportunity to participate by holding a “Math Coffee”, a common occurrence in the Math Department. This social event typically concludes with faculty or student presentations. I will invite (using email lists) all Math Education majors as well as CS, CIS and Applied Math majors. The Education Students will help in the development of the content, and will be offered a \$\$\$ stipend to reward them for participating. The programmer will also be offered an hourly wage of \$\$\$\$. The education students selected will **each** agree to the following list of activities:

- Work as a group, meeting at least one hour per week at ____ a.m. in room 102 Cowley Hall during the Fall semester.
- Lead the group to develop a PRAXIS based LO, covering a problem selected from a list provided.
- Create a Lesson Plan for the LO material similar to what would be used in the course that would first introduce the student to the material (complete with references).
- Identify the Wisconsin Model Academic Standards that are addressed in the lesson.
- Create a storyboard for each portion of the coverage of the specific problem, modeling the approach on those in the CESA examples.
 - The *Question* tab will include a description of the sandbox and the hint (and a justification for each of these choices).
 - The *Tutorial* tab will include a click-by-click description of the coverage of the problem.
 - The *Chalk Talk* tab will need to include a script for the narrator.
- Create a list of additional problems (with well selected multiple choice answer sets) that could be used to further assess ones skills and understanding of the material.
- Work with the assigned programmer to ensure the LO is created with the proper execution of the presentation of the content.
- Review the LOs of other teams involved in the project.
- Present the LO to the Math Department (at a Math Coffee) and prepare a poster or oral presentation to be given at a state or national conference in the Spring semester.

At each stage of the process, the student groups will present their work to the others in the group and each will provide serious constructive feedback, in an effort to create the most useful LOs.

The plan is to have the storyboarding of the content completed by the end of the Fall Semester. The programming will begin as soon as the first sandbox or storyboards are approved and may continue into the early part of the Spring Semester. Students will agree to review and comment on completed drafts of the programmed LOs in the Spring, as needed.

As the students’ faculty leader and mentor, I will set deadlines, provide example materials, and review and approve problem selections and all materials created. I will provide help and feedback often, and I will work with the programmer and the Co-Lab to complete the LOs.

As a member of the larger PRAXIS-WI team, I will attend the face-to-face meetings, take part in conference calls relating to the project, and review the work of other teams in a timely fashion (providing constructive feedback).