

Project Based Learning Higher Education

Name of project: Constructive network

Educational purpose

- Students will be able to set a fitness goal and make a plan based on one's own life condition.
- Students will practice social skills through the interaction within networks to share resource.
- Students will gain hands-on experience in applying skills & knowledge & resource into a lifestyle.
- Students will be able to maintain a long-standing active lifestyle ultimately.

Skill Practice Desired

- Physical Activity & Nutrition related knowledge
- Plan making skills
- Self-management skills
- Social skills
- Technique for effective communication
- Presenting skills

Resources Needed

- Paper Logs
- Computers & Smartphones
- On campus physical activity facilities and health services available to students
- Pedometers/Accelerometers (optional)

Assessment (see attached rubrics)

Element	Ideas for this project
1. Create the need to know (anticipatory set)	Look into stories of daily life and discuss about the potential ways to increase daily physical activity.
2 Possible driving questions a. Capture heart of project b. Sense of challenge c. Linked to purpose d. Linked to desired skills e. Answers for students what is the point of all this	<ol style="list-style-type: none"> 1. What specific fitness goal is appropriate for me? 2. What kind of fitness plan may help me achieve my goal? 3. How can I take advantage of the on-campus resource that is available to students? 4. What kind of resource (other than the above one) do I need to achieve my goal? 5. What kind of resource am I to help other students achieve their goals?
3 Student voice & choice a. What can students choose b. What is required	<p>Requirements: Goal setting, Network interaction Maintain an daily life with appropriate amount of PA and healthy choices Keep a log, Assessment, Presentation</p> <p>Choices: Activities & Settings, Networks, Types of support, Devices, Presentation formats</p>
4 21 st Century skills a. Needed b. Explicitly taught	<ol style="list-style-type: none"> 1. Creating solutions to increase PA under various situations. 2. Self-management 3. Developing communication skills 4. Public presentation skills
5 Inquiry & Innovation a. Possibilities for own research b. ways to create culture of hypothesizing	Become a leader/mentor to positively influence inactive peers by facilitating various activities and communications.
6 Feedback & Revision a. Formalized feedback process b. Rubrics needed- c. Self /peer assessment opportunities (coach how to use rubrics) d. Teacher checks e. Feedback from others	<p>Feedback: <ol style="list-style-type: none"> 1. Update on desirable/undesirable changes, satisfactory/frustration 2. Exchange information: personal experience, knowledge, encouragement </p> <p>Assessment: Rubrics are used for evaluation.</p>
7 Publicly presented product	Presentations at the beginning of next semester are a good way to attract new attendants.

Rubrics

Components	Unacceptable	Meet Expectations	Excellent
Goal 10%	Vague statements. No details provided.	Clear statements. Provide some details.	Personal situation is given. Positive and appropriate expectations are specifically and clearly demonstrated.
Plan 15%	Vague statements. No details provided.	Clear statements. Provide some details.	Details are highly clear. Appropriate adjustments are added whenever needed.
Log 25%	Barely have records	Missing no more than 7 days of records.	Accurate daily records
Communication 20%	Barely communicate or exchange ideas with others. Basically working on one's own.	Proper engagement in communication with people within certain networks. Provide feedback and encouragement sometimes.	Highly involved interaction with people from a great variety of networks. Frequent and valuable ideas and feedback to others. Encourage others frequently.
Techniques 15%	Online tools and measurement devices are seldom used.	Occasional use of online communication tools and measurement devices.	Frequent use of all possible techniques including pedometers/accelerometers.
Presentation 15%	Does not provide any useful information.	Clearly report their progress and understanding of the project	Clear and creative format of report on understanding and long-term influence.
Total			

Block Plan

Timeline	Activity	Information
Week 1	<ol style="list-style-type: none"> 1. Set a goal: What aspect do I want change? 2. Make a plan: 3. Select network options: Who is helpful? Who can I help? 4. Get familiar with different networks 5. Finalize my plan 	Announcement
Week 2	<ol style="list-style-type: none"> 1. Start my plan: Try to change at least one aspect: amount of PA, variety of PA, active motivation, eating habits 2. Identify the biggest barrier in specific behavior change 3. Think of ways to find solution from networks 	Online status, Log
Week 3	<ol style="list-style-type: none"> 1. Adjust plan based on suggestions from networks 2. Continue with adjusted plan 3. Check the effectiveness of adjustment on specific barrier 4. Identify other barriers and think of solutions 	Online status, Log
Week 4	<ol style="list-style-type: none"> 1. Keep communication within networks 2. Construct my small network and gather people of the similar interests/goals/barriers 3. Develop partnership to support each other within particular groups 	Online status, Log
Week 5	<p>Mid-term Revision:</p> <ol style="list-style-type: none"> 1. What have I changed so far? Is the change good or bad? 2. What invaluable messages have I got? <p>My own experience</p>	Feedback from groups

	<p>Other people's experience</p> <p>3. How to apply the experience to help people (outside the particular network) make a change?</p> <p>4. Implication of my future plan in a long term?</p>	
Week 6	<p>1. Keep up with my plan</p> <p>2. Be aware of "relapse"</p> <p>3. Seek solution to prevent relapse</p>	Online status, Log
Week 7	<p>1. Focus on continuance</p> <p>2. Provide preventive strategies to avoid relapse</p>	Online status, Log
Week 8	<p>1. Decide presentation format</p> <p>2. Start working on final report</p>	Online status, Log
Week 9	Keep up all the work. Almost there!	Online status, Log
Week 10	Assessment & Presentation	Rubrics, feedback

Daily Log

		M	T	W	TH	F	Sat	Sun
Time Arrangement	Sleep/hr							
	Class/hr							
	Work/hr							
	Walk/min							
Eating Habit	Fruit/Vege (s, m, l)							
	Soda/(s, m, l)							
	Other							
Activities	Type							
	Time/min							
	Where							
	Who							
Measurement (optional)	Steps							
Overall Feeling	X-Exhausted B-Bored P-Pressured N-Neutral R-Relaxed E-Energized J-Enjoying M-Motivated							