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| **Project Plan** |
| **Name of Project** | Feel Healthy  | **Duration: 3 weeks** |
| **Project Subject (core subject)** | Nursing Informatics |
| **Other subject areas to be included** | 1. Physical Education
2. English
3. Biology
 |
| **Project Partner** | Mrs. Nunta Petman |
|  |
| **Objective** | The students will be able to identify the common communicable diseases in the campus, explain how it is spread and recognize its cures and remedies. |
| **Project idea****Summary of the issue, challenge, investigation, scenario, or problem** | Students are asked to conduct a random survey identifying the communicable diseases in the campus. They will spend the remaining days to research on how the disease is transmitted, its signs and symptoms, and control measures. Each group will then create an animated video and poster showing ways on how to prevent the disease at the same time promote a healthy community. The outputs will be shared online and presented in the class and campus symposium. |
| **Driving question** | **How can we create an animated video and poster for the students to understand the communicable diseases and promote a healthy community?**What are communicable diseases and how they can be prevented?* What are the causes of communicable diseases?
* How are they spread to others?
* What are its cures and remedies?
 |
| **Content standard to be taught and assessed** | **Community Health Applications****This subject promotes community health with the integration of ICT.**At the end of topic, students are expected to:1. Create a survey form using Microsoft Word and summarize responses using Microsoft Excel.
2. Search causes of communicable disease, discover ways on how the disease is spread and its cure and remedies using internet tools and online resources such as video and relevant websites.
3. Communicate gathered information using Microsoft Powerpoint, animated video and poster.
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| **21st century skills to be taught and assessed** | * Critical thinking/ Problem solving
 | * Communication/Collaboration
 | * Creativity/Innovation
 | * Research/information fluency/Tech literacy
 |
| Other  |
|  |
| **Major** **Product**s | **Group** | * Animated Video
* Poster
 | **Presentation Audience:*** Class
* School
 |
| **Assessment** | **Formative Assessment (During Project)** | * Quiz/test
 | * Journal/Learning log
 | * Preliminary plans/outline/prototype
 |
| * Rough drafts
 | * Online Tutorial
 | * Practice Presentation
 |
| * Notes
 | * Practice
 | * Content Map
 |
| * Other:
 |
| **Summative Assessment (End of Project)** | * Oral Presentation with rubric
 | * Multiple Choice/Short answer test
 | * Written Product with rubric
 |
| * Peer Evaluation
 | * Self-Evaluation
 | * Other Product:
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|  |
|  **Timeline** |
| **Week 1** |  |  |  |
| **Name of Subject:***Nursing Informatics* *English* | **Students Activities:**1. *Introduce the project by showing a clip on communicable disease.*
2. *Present and discuss the overview and objective of the class project.*

1. *Create seven (7) groups and assign students to each group.*
2. *Group members identify individual roles:*
	1. *Moderator/Recorder – ensures that everybody participates, records minutes during group discussion and create the form and survey results.*
	2. *Nurse – takes charge in doing a research for causes of communicable diseases*
	3. *Attendant – is responsible in doing research on how the disease is spread*
	4. *Doctor – is responsible in doing a research on the cures and remedies of the disease.*
	5. *Animator – creates the animated video to visualize the output based on collaborative discussion.*
3. *Each group will develop the questionnaire for the random survey.*
4. *The group submits the Preliminary Preparation Sheet. Then the teacher will give the feedback based on the rubric used.*
5. *After conducting the survey, responses will be tabulated.*
 | **Technology tools/Edmodo:**1. *Access the video clip found on https://www.youtube.com/watch?v=oi5Yd\_wBW8g*
	1. *The teacher will create a group in Edmodo named “Feel Healthy PBL”.*
	2. *Students will join the online group through the group code shared by the teacher.*
	3. *The teacher posts the project overview on the Edmodo group.*
2. *Create small groups in Edmodo and add members based on the assigned grouping labeled as Group 1, Group 2 up to Group 7.*
3. *Roles posted by members in Edmodo small groups.*

*The teacher may use* [*www.zoho.com*](http://www.zoho.com) *to monitor the progress of the project, all students added as members.**At the end of the week, students are made to write their learning journal using Google docs and shared to the teacher via google drive. Teacher checks the journal and make some annotations (if necessary).*1. *Use Microsoft Word in creating the survey form.*
2. *Use Microsoft Excel to tally the responses then share the file in Edmodo. Teacher will check if the formula is properly created and that worksheet is properly renamed to “Feel Healthy Group No \_\_\_”.*
 | **21st century Skill:*** *Communication/Collaboration – students are made to share and contribute their ideas in developing the survey form to gather the common communicable diseases in the campus and other relevant data.*
* *Research/information fluency/Tech literacy – they will be able to enhance their skills in Microsoft Word such as creating table, text/table formatting and saving/printing a document. They will be able to learn how to create a formula to add the responses from the survey, getting the average, and generating a chart.*
 |
| **Week 2** |  |  |  |
| **Name of Subject:***Nursing Informatics* *Biology* | **Students Activities:**1. *Each group will research on causes of communicable disease, discover ways on how the disease is spread and its cure and remedies. Students must share the resources’ link in Edmodo and post daily updates of their online research.*
2. *Each assigned member will now compile researched information and present the findings with the group.*
 | **Technology tools/Edmodo:**1. *Internet will be utilized to research.*
2. *Microsoft Powerpoint is used to present in the group. The same is uploaded and shared in Edmodo.*

*At the end of the week, students are made to write their learning journal using Google docs and shared to the teacher via google drive. Teacher checks the journal and make some annotations (if necessary).* | **21st century Skill:*** *Research/information fluency/Tech literacy – students will learn how to use the internet to research information in relation to their assigned tasks. They will know how to copy information or download files from the internet. They will learn how create slides in powerpoint and apply animations/transitions.*
* *Critical thinking/ Problem solving – students were able to analyze to present a comprehensive summary of the researched information.*
 |
| **Week 3** |  |  |  |
| **Name of Subject:***Nursing Informatics* *English**Physical Education* | **Students Activities:**1. *The group performs brainstorming and determine the appropriate content to be included in the animated video and poster.*
2. *Students start planning and creating the final content of their animated video and poster. The content should be realistic and applicable to the community.*
3. *At the end of the project, students are required to make a reflection indicating the knowledge they gained from the activities.*
 | **Technology tools/Edmodo:**1. *Students can use Edmodo to list down suggestions.*
2. *They can use GoAnimate, Zwinky, Microsoft Word or Paint (in creating poster)*

*At the end of the week, students are made to write their learning journal using Google docs and shared to the teacher via google drive. Teacher checks the journal and make some annotations (if necessary).* | **21st century Skill:*** *Critical thinking/ Problem solving – students were come up with a concept for the final output*
* *Creativity/Innovation - using relevant technology tools, students were able to come up with an animated and poster*
 |

**Assessment Instrument**

**Introduction Sheet**

 Names and duties of group members:

|  |  |  |
| --- | --- | --- |
|   | 1. Student Names

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Specific Role/Description  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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1. What are your questions for the survey?

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**Rubric for Scoring – *Week 1***

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria for Evaluation | 3 – Exemplary | 2 – Competent | 1 – Emergent |
| Students will meet with group members to refine survey questions (Week 1) | Group members duties are described on the *Introduction* sheet in a way that is reflects group process and planning  | Group members names are listed and a brief description is given of their responsibilities | Students names may or may not be listed but specific duties are not addressed |
| Students will clearly articulate a focused survey questions (Week 1) | Topic is stated in terms of a focused question that identifies a claim, or argument to explore and clearly suggests what information is needed and created using Microsoft Word. | Topic is stated in terms of a question which is a complete sentence but which does not identify a claim or argument to explore or does not clearly suggest what information is needed and created using Microsoft Word. | Topic is not in the form of a question or is described in a short phrase or string of keywords or is not described at all. |

**Rubric for Scoring: *Week 2***

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria for Evaluation | 3 – Exemplary | 2 – Competent | 1 – Emergent |
| Students will identify at least one source that substantially increases their vocabulary surrounding their topic.  | The selected vocabulary source and its annotation clearly demonstrate a substantial increase in vocabulary useful for further research on the topic. | The selected vocabulary source provides some terminology pertinent to the topic, but the annotation does not demonstrate that it substantially increases vocabulary useful for further research on the topic | The annotation does not indicate how the source provided relevant vocabulary useful for subsequent searches. |
| Students will select one each: a background source, a vocabulary source, a statistical source and a current events source related to their topic. | All sources are listed and they fall under the four assigned categories. | Two or three sources are listed and they fall under the assigned categories, or four sources are listed and they don’t all fall under the assigned categories. | One or fewer sources are listed, or, more are listed but they don’t fall under the assigned categories. |
| Students will identify at least four internet resources that provide substantial treatment of their topic. | Resources provide substantial treatment of the topic and concepts articulated on the *Introduction* sheet, number 2. | Resources provide essentially the same information as one another though they do treat the main topic. | There are fewer than four resources or they are only marginally relevant to the topic. |
| Students will be able to describe how each of their four sources provided the information they needed.  | Annotations clearly state how the sources provided the required information. | Annotations describe the sources but don’t sufficiently relate them to the assigned categories. | Assignment is not annotated or annotations are limited to short, vague phrases. |
| Students will be able to describe the process they used to evaluate the reliability, validity, accuracy, authority, timeliness, and point of view or bias for each of these sources  | Students clearly describe the evaluative process they used in judging the reliability, validity, accuracy, authority, timeliness, and point of view or bias for each of their four sources | Students give opinions about the reliability, validity, accuracy, authority, timeliness, and point of view or bias for each of their four sources but don’t describe the evaluative process they used | Students do not evaluate the sources |

**Rubric for Scoring: *Week 3 (Animated Video)***

|  |  |
| --- | --- |
| **Group Number** |  |
| **Category** | **4 – Exemplary** | **3 – Proficient** | **2 – Developing** | **1 - Emerging** |
| Content | Animated video establishes a purpose early on and maintains a clear focus throughout | Animated video establishes a purpose and maintains focus for most of the presentation | Lapses in focus are few and the purpose is somewhat clear | The focus / purpose of the presentation is unclear |
| Creativity | Complete originality exists in the composition and delivery, and there is strong evidence of critical thinking skills | Most elements of the composition and delivery are original, and there is some evidence of critical thinking skills | Few elements of the composition and delivery are original, and there is little evidence of critical thinking skills | The elements of the composition and delivery are not original, and it lacks evidence of critical thinking skills |
| Planning | Complete and detailed evidence of planning exists throughout the video including, sequencing, pacing, and consistent storytelling | Most of the planning evidence exists throughout the video including sketches, sequencing, pacing, and storytelling | Some of the planning evidence exists throughout the video including sketches, sequencing, pacing, and storytelling | Little or no evidence of the planning exists including minimally completed sketches, sequencing, pacing, and storytelling |
| Animation/ Sound | Strong use of quality animation & sound exists and adds overall impact to the presentation | Most of the animation & sound tools used add to the overall impact of the presentation | Some of the animation & sound tools used add to the overall impact of the presentation | There is little evidence that animation & sound tools add to this presentation  |

**Rubric for Scoring: *Week 3 (Poster)***

|  |  |
| --- | --- |
| **Group Number** |  |
| **Category** | **4 – Exemplary** | **3 – Proficient** | **2 – Developing** | **1 - Emerging** |
| Coverage of the Topic | Details on the poster capture the important information about the topic and increase the audience’s understanding. | Details on the poster include important information but the audience may need more information to understand fully. | Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand. | Details on the poster have little or nothing to do with main topic. |
| Use of Graphics | All graphics are related to the topic and make it easier to understand. | All graphics are related to the topic and most make it easier to understand. | All graphics relate to the topic. | Graphics do not relate to the topic.  |
| Organization | Information is very organized with clear titles and subheadings. | Information is organized with titles and subheadings. | Information is organized, but titles and subheadings are missing or do not help the reader understand | The information appears to be disorganized. |
| Layout and Design | All information on the poster is in focus and can be easily viewed and identified from 6 ft. away. | Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away. | Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away. | Much of the information on the poster is unclear or too small. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation error. | Many grammatical, spelling, or punctuation errors. |

Adapted from: <http://www.readwritethink.org/files/resources/lesson_images/lesson1076/rubric.pdf>

**Criteria for PEER EVALUATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5 points** | **4 points** | **3 points** | **2 points** | **1 point** |
| Attended all workdays with a “wow” level of·        Significant contributions·        Cooperation·        Skills in com-promise and negotiation·        Shared responsibility·       Resourcefulness·        Enthusiasm | Missed no more than one workday plus a high level of the items in the first column | Missed no more than two workdays plus a moderate amount and level of the items in the first column | Missed two work- days and/or contributed at a low level of the items in the first column and/or/negatively impacted the group | Significant absence on workdays and/or lack of participation and/or negatively impacted the group. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Peer evaluation** |   |   |   |   |   |
| See rubric above to determine the peer scores you will give for this section.  Final peer grade for each student will be determined from group score averages. |
| Name (self) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 | 4 | 3 | 2 | 1 |
| Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 | 4 | 3 | 2 | 1 |
| Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 | 4 | 3 | 2 | 1 |
| Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 | 4 | 3 | 2 | 1 |
| Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5 | 4 | 3 | 2 | 1 |

**Rubric for Scoring: *Evaluation for Group Presentation***

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria for Evaluation | 3 – Exemplary | 2 – Competent | 1 – Emergent |
| Students will meet with group members to refine topic (week 1) | Student attended all workdays, made unique or exceptional contributions to project, provided leadership, cooperated, demonstrated skills in compromise and negotiation, shared responsibility and resourcefulness, and participated with enthusiasm | Student missed no more than one workday, participated in project, cooperated, negotiated, shared responsibility for final product | Student missed two or more workdays, failed to participate and/or negatively impacted the group. |
| Student synthesizes information and applies it in a cohesive presentation (week 2) | Reference to project sources is evident in the presentation and information that has been obtained from multiple sources is synthesized and applied in a thorough treatment of the topic | Reference is made to sources of information but they are either not diverse to begin with, or are not synthesized – and/or – the relationship between the project and the topic is not clearly drawn by the presenter | No reference is made to sources of information – or – no connection is drawn among the information sources or between the information and the thesis |
| Student’s presentation explores multiple facets of the topic (week 1 & 2 – fair/factual) | Presenters demonstrate that they have challenged themselves by seeking out and accurately presenting diverse concepts or points of view and attempting to reconcile them | Presenters explore at least two facets of the topic but do not identify or explore the more difficult or challenging arguments – and/or – do not reconcile them or make a well-supported case for one over another | Presenters offer a one-sided or one-dimensional exploration of the topic |
| Student will be able to present information orally to an audience familiar with the field of education, but not necessarily with their specific topic (week 1, 2 & 3 – quality of presentation) | Presentation is clear and audible, there is minimal reliance on notes, presenter makes eye contact with audience, has an enthusiastic attitude and appropriate attire, and uses of the language of the education field but without reliance on jargon | Presentation volume or articulation are uneven or gestures or postureare stiff, thus distracting from message; presenter tries to make eye contact but not with each member of the audience or occasionally reads notes.  | Presentation was either unclear or inaudible or gestures or posture were distracting, no little or no eye contact is made or read significant portions of the speech.  |