# Final Project (40%)

The Final Project is completed in three parts. In Part A, you will complete the unit plan you submitted earlier considering the feedback you received from your peer. In Part B, you will add an assessment plan to your unit and write an analysis of your work.

## Part A: Complete the Unit Plan

Using the blueprint or unit plan you developed earlier along with the feedback received from classmate, you will now develop the unit you have planned.

### Unit

Your multi-day unit should be set up the way it would be the day your students complete it (or begin it if it is a multi-day lesson). Your instructor should be able to complete the lesson as a student would.

If you are planning a lengthy series of lessons – a term-length course, for example – you are not expected to develop all the materials for the course as part of this assignment. You are required to develop enough material to demonstrate the lesson/module described by your prototype. If in doubt, consult with your instructor.

The discussion forum will be open for sharing experiences and asking questions this week. If you have questions about your assignment or would like to discuss it with someone, post your questions there. Your instructor will monitor the forum and respond; you are encouraged to share your experiences and seek feedback from each other as you work through the development process.

## Part B: Assessment for Learning in Lesson and Analysis

Return to the lesson you developed for the first part of this project. Based on your readings and reflections in this module, develop an assessment that you could use to determine student learning from your lesson. Provide an outline and short rationale for this assessment, considering how it aligns with your philosophy and worldview. The Open Learning Faculty Member should be able to complete the assessment, just as a student would.

## Part C: Analysis

Analyze the lesson you developed. This analysis should be approximately 500-750 words and include the following:

* A discussion of how the lesson reflects your philosophy of teaching from Assignment 1.
* A discussion of the learning challenge/problem the lesson addresses; in other words, what in your pedagogical content knowledge tells you that this lesson is a good approach to a particular teaching issue?
* A discussion of the way in which your lesson reflects concern with different perspectives, which may include inclusive design, intercultural perspectives, indigenous worldview or another of your choice (Refer to the page entitled [*Integrating indigenous epistemologies and pedagogies*](https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/integrating-indigenous-epistemologies-and-pedagogies-into-curriculum-design-and-development/) as a guide to the ways in which these concerns may be reflected).
* A description of the design principle(s) you used in creating the lesson.
* A description of how you incorporated the feedback you received on your prototype as Assignment 2B, or an explanation of why you chose *not* to incorporate the feedback received.
* What approach to assessment have you chosen and why? Is the assessment designed to measure an authentic skill, or to evaluate mastery of a component of a skill?
* What level of learning the assessment is designed to assess; you may refer to Bloom’s Taxonomy for this.

## Due: End of Week 12

## Marking Criteria

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| --- | --- |
| **Lesson and Unit Plan (20%)** |  |
| Lesson is clearly a development of the unit plan completed as Assignment 2. | 2 |
| Completed lesson incorporates feedback received as Assignment 2B. | 2 |
| Activities of the lesson will be clear to students, well explained, and congruent with the anticipated learning outcomes. | 6 |
| Lesson incorporates at least one example of educational technology. | 3 |
| Lesson functions (technologically) in the way it is designed to do. | 5 |
| **Part C: Planning process (10%)** |  |
| Connection to teaching philosophy is clear and well-explained. | 2 |
| Reflection on incorporation of indigenous or other epistemologies and pedagogies into the lesson is clear. | 2 |
| Approach to the lesson, and the learning challenge/problem it is intended to address, is clearly explained. | 2 |
| Anticipated learning is described | 2 |
| Context for the lesson is provided. (It is clear where it fits in the course). | 1 |
| **Technical requirements** |  |
| Assignment meets technical requirements and is clearly written:* A completed evaluating tool is included for each of the technologies used in the lesson
* APA style used
* Writing is clear, with appropriate paragraphing, technically correct grammar, and appropriate use of subheadings
 | 3 |

## Final Project Part B: Assessment for Learning in the Lesson (10%)

|  |  |
| --- | --- |
| Assignment meets technical requirements:* Assessment is functional (instructor can complete the assessment as a student)
 | 2 |
| Rationale for assessment is described, and choice of approach is logically supported. | 2 |
| Assessment is clearly designed to assess the level of learning indicated, and is congruent with activities included in the lesson. | 6 |