

Introducing a Web-Based Tool for Supporting Project Learning (Primary and Secondary)

The Web-based Tool is:

- an electronic organizer
- a logbook
- an exchange forum

- With the collaboration of a university and schools, the CDI has developed a web-based tool for facilitating students to carry out projects with the support from their teachers, classmates and also other people.
- The web-based tool basically serves as an electronic organizer to guide students in completing a project throughout its process. It also serves as a logbook for the students to record their learning experiences and decisions. In addition, the tool is a forum for teachers and students to exchange information and views for a better understanding of the project topic.

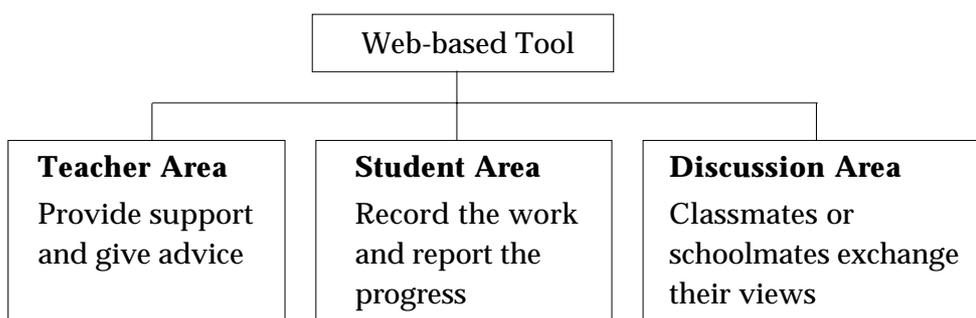
The screenshot shows a web-based tool interface for project learning. The interface is divided into three main sections: Teacher Area, Student Area, and a central workspace. The Teacher Area (top) includes a 'Plan' section with a table of project stages and a 'Notes' box. The Student Area (bottom) includes a 'Product' section with a table of project details and a 'Notes' box. The central workspace contains a table of project details and a 'Notes' box.

Plan	Progress	Product
Plan is neat and organi	Information is correctly grouped.	The report is well written.
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Initial Questions :	Inquiry Questions :	Specific Task :	DeadLine
How does food affect our health?	What is the importance of fruit and vegetable to our health?	Investigate the ingredients of some common fruits and vegetables. Find out the contributions of those ingredients to our body? Look for the opinions of classmates towards the importance of taking fruits and vegetables.	30/11/2000
			31/1/2001
			31/3/2001

A web-Based Tool for Supporting Project Learning

- Basically, the tool has two major areas. The upper part is the "Teacher Area" in which teachers give feedback on students' works in the process of carrying out a project. The lower part is the "Student Area" in which students record their learning experiences and report their progress. A "Discussion Area" could be added to the tool to facilitate discussion amongst students.



- In the "Student Area", the frame on the left hand side lists the items related to different "Focuses" for doing project learning. The "Focuses" for doing project learning include:
 - Title: focusing on formulating a project title
 - Team: focusing on the allocation of duties amongst group members
 - Plan: focusing on planning the steps needed to complete the project and setting a time-line
 - Information: focusing on the methods of collecting information and analyzing it
 - Conclusion: focusing on the conclusion which aims to answer the questions listed in the "Title" area
 - Product: focusing on the product submitted
 - Minutes: focusing on the decisions made at the meetings

(The above items could be different from one school to another for specific context)
- Clicking various items leads to different pages that display the corresponding templates and guidelines respectively. The templates guide students to submit useful and meaningful information step by step. The guidelines on each page are provided for explaining how the work could be done and include three corners: "notes", "examples" and "hints".

Learning experiences generated from the tool

Post	Coordinator	Secretary
Name	Choi XXX	Chung XXX
Duty1	to contact other people	to keep record of the meetings
Duty2	to follow up the decision	to take meeting minutes
Duty3	to keep the bills	to prepare the meeting agenda
Other	typing	typing
Other	Decide the way how to present	collect information from the library
Post	Information manager	treasurer
Name	Lu XXX	Wan XXX
Duty1	to submit information to the web	to keep the financial records
Duty2	to chair the meeting	to submit information to the web
Duty3	to organise the information for team-mates to discuss	to allocate money for each item
Other	typing	typing and make the financial report

students learn how to team up themselves.

students learn how to plan for a project.

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Items to be completed	Deadline (YYYY/MM/DD)	Degree of Challenge (Estimated)
Developing inquiry questions	2000/11/21	Easy
Identifying specific task	2001/01/20	Difficult
Gathering Information	2001/01/28	Difficult
Analysing Information	2001/02/15	Fair
Drawing Conclusion	2001/02/25	Easy
Product	2001/03/01	Easy
Presentation	2001/03/20	Fair

Edit Last Update Time : 2001/03/04 05:16:38 PM Notes Examples Hints		
		DeadLine
Initial Questions :	About Parkinson's disease	30/11/2000
Inquiry Questions :	1.)What cause(s) Parkinson's disease? 2.)What are the symptoms of Parkinson's disease? 3.)Can Parkinson's disease be cured? 4.)Beside medical treatments, what other things are needed for the Parkinson's disease's patient?	31/1/2001
Specific Task :	1.)Collect the information from web sites 2.)Find more details from reference books 3.)Some examples of the patients from news cuttings 4.)Design questionnaire to ask for people about Parkinson's disease's patient 5.)Search some foreign Parkinson patient 's interview for a reference 6.)Send e-mail to contact some professors about this topic Final Question : What are the symptoms of Parkinson disease and	28/2/2001

students learn how to develop a project title.

The Demo Versions can be found at:

<http://147.8.139.74/projectwk.nsf/pwk> (English version)

<http://147.8.139.74/projectwkc.nsf/pwk> (Chinese version)

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