

# Collaborative Inquiry for Students: Preparing Minds for the Future™

**C**ollaborative Inquiry for Students: **Preparing Minds for the Future** equips educators with the tools to design and deliver a spectrum of collaborative inquiry experiences for students. These experiences develop the collaboration skills and real-world habits of mind which our students need to live, learn, and work in a global community. Participants will learn to design essential questions and use the appreciative inquiry model of discover, dream, design, and deliver to structure collaborative inquiry.

To the right are the key areas of focus for the 45-hour course. For more information, refer to the syllabus, which contains a detailed outline of the course material as well as a bibliography of research on which the course is based.

## In this course, participants will

- ▶ Identify the compelling reasons for providing collaborative inquiry experiences in the classroom.
- ▶ Explore strategies for developing collaboration, communication, and decision-making in students.
- ▶ Develop essential and topic questions, outcomes, assessments, and rubrics for collaborative inquiry.
- ▶ Utilize tools for designing, delivering, and evaluating a spectrum of collaborative inquiry experiences for students.
- ▶ Examine the aspects of the facilitative leader as content facilitator, process facilitator, and emotions facilitator.

# **Collaborative Inquiry for Students: Preparing Minds for the Future™**

## **Course Description**

*Collaborative Inquiry for Students: Preparing Minds for the Future* is a Performance Learning Systems® course that provides educators with research-based strategies for designing and implementing collaborative inquiry for students. The strategies are based on the 4-Ds of Appreciative Inquiry. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will explore and experience the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, and performance-based learning. Participants will develop standards-based essential questions, assessments, and rubrics; design strategies for teaching collaboration and teamwork; and explore the components of facilitative leadership, debriefing, and feedback.

## **Course Outcomes**

Upon completion of this class, the learner is expected to be able to:

1. Discuss and apply current, validated research underlying the theories, principles, and practices that lead to and support collaborative inquiry-based learning.
2. Evaluate local and global influences and trends affecting education today and the compelling whys for collaborative inquiry.
3. Experience the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, and performance-based learning.
4. Design collaborative inquiry experiences based on the 4-Ds of the Appreciative Inquiry model: Discover, Dream, Design, and Deliver.
5. Design driving questions and topic questions aligned with content standards and curricular outcomes.
6. Evaluate and apply the assessment strategies for collaborative inquiry experiences, including briefing, debriefing, feedback, self-assessment, and rubrics.
7. Design formal and informal assessments for collaborative inquiry experiences.
8. Develop strategies for teaching collaboration and teamwork during collaborative inquiry experiences.
9. Evaluate and apply the components of facilitative leadership to act as guide and facilitator of collaborative inquiry experiences.
10. Design an optimal learning environment for collaborative inquiry experiences.
11. Design and present a collaborative inquiry experience for his or her classroom with the assistance of a collaborative team.
12. Design collaborative inquiry experiences that incorporate and develop Skills for Now and the Future.
13. Incorporate technology to enhance lessons and to enable students to learn to use it effectively.
14. Reflect upon and continuously evaluate personal practice, and adjust accordingly.
15. Work collaboratively to refine understanding of content, give and receive feedback, improve expertise, and share knowledge, skills, and experiences.

16. Generalize course content to reflect how diverse populations within classrooms have their needs met by applying the skills, strategies, and knowledge taught in this course.

### **Required Text**

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

### **Institutional Outcomes**

(To be listed here)

### **Topical Outline**

### **List of Concepts**

#### **Welcome and Introduction**

Explore an overview of course concepts based on the *Appreciative Inquiry* model of discover, dream, design, and deliver; develop strategies for modeling and teaching Attitudes of Positive Intention to students; examine the inquiry-based learning spectrum and the models of individual inquiry, problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-events; experience the *individual inquiry* model of collaborative inquiry; explore research and literature supporting the use of collaborative inquiry for students; internalize the ideas and concepts learned and make connections to the classroom

#### **Discover— Compelling Whys**

Evaluate issues and trends that impact education and support collaborative inquiry; experience the *problem-based learning* model of collaborative inquiry; examine the connection between collaborative inquiry and Gardner’s theory regarding the five minds of the future; develop strategies for incorporating Skills for Now and the Future in collaborative inquiry experiences; experience the *hypothesis-based learning* model of collaborative inquiry; examine the collaborative inquiry design strategies of Questions for Life levels of understanding and the Six A’s—Criteria for Designing Projects; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom

#### **Collaborate— Working as a Team**

Develop strategies for teaching students collaboration and teamwork during collaborative inquiry; experience the *project-based learning* model of collaborative inquiry; evaluate the elements of forming and managing teams; analyze the elements of the TEAM Model for Collaborative Teams; practice skills of active listening and paraphrasing; evaluate leadership styles as they relate to work and decision making; use various tools for collaborative decision making; experience the *Appreciative Inquiry* model of collaborative inquiry; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom

**Dream—  
Envision the End**

Examine the concept of backward design and structuring collaborative inquiry experiences; experience the *performance-based learning* model of collaborative inquiry; develop proficiency in writing essential and topic questions; complete a self-assessment on knowledge and practices regarding assessment; evaluate the assessment strategies of summative assessment (including product and performance assessments), briefing, debriefing, diagnostic assessment, formative assessment (including feedback), reflective assessment, and rubrics; design rubrics and self-assessments for, and practice assessing, a *hypothesis-based* collaborative inquiry experience; collaboratively design a personal collaborative inquiry experience for students (including an essential question, topic questions, assessments, and a rubric); internalize the ideas and concepts learned and make connections to the classroom

**Design—  
Inquiry-Based  
Experiences**

Examine the collaborative inquiry design strategies of Questions for Life levels of understanding, Leadership Compass, and the Six A's—Criteria for Designing Projects; experience the *live-event* model of interdisciplinary collaborative inquiry; experience either a *problem-based learning* or *Appreciative Inquiry* model of collaborative inquiry and evaluate the design; collaboratively finalize the design of a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom

**Deliver—  
Leadership and  
Implementation**

Evaluate, apply, and set goals as they relate to facilitative leadership; explore the components of content facilitator, process facilitator, and emotions facilitator; present a personal collaborative inquiry experience to peers; participate in and deliver various feedback protocols for evaluating collaborative inquiry design; internalize the concepts learned and make connections to the classroom; set goals for future application of course content; review and synthesize course concepts

**Course Assessments and Links to Institutional Outcomes and Course Outcomes**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The six mandatory assessments, which are bolded below, total 80 points. Participants choose two additional assessments totaling 20 points for a cumulative total of 100 points for the course.

		<b>Points</b>	<b>Correlations With Institutional Outcomes</b>	<b>Correlations With Course Outcomes</b>
Assessment No. 1:	Review and Envision—Belief to Practice	10		1, 14, 15, 16
Assessment No. 2:	Article Review	10		1, 2, 14, 15, 16
Assessment No. 3:	Web Search	10		1, 2, 3, 13, 14, 15, 16

<b>Assessment No. 4:</b>	<b>Skills for Now and the Future</b>	<b>10</b>	1, 2, 12, 13, 14, 15, 16
<b>Assessment No. 5:</b>	<b>Innovation with Appreciative Inquiry</b>	<b>10</b>	1, 2, 3, 4, 12, 14, 15, 16
<b>Assessment No. 6:</b>	<b>Collaboration in the Classroom</b>	<b>10</b>	1, 8, 14, 15, 16
Assessment No. 7:	Adapting Ideas to the Classroom	10	1, 12, 14, 15, 16
<b>Assessment No. 8:</b>	<b>Developing Essential Questions and Assessments</b>	<b>15</b>	1, 5, 6, 7, 14, 15, 16
<b>Assessment No. 9:</b>	<b>Designing a Collaborative Inquiry Experience for Students</b>	<b>25</b>	1, 2, 3, 5, 7, 8, 10, 11, 12, 14, 15, 16
<b>Assessment No. 10:</b>	<b>Facilitative Leadership</b>	<b>10</b>	1, 9, 10, 14, 15, 16
	<b>Total</b>	<b>100</b>	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

### **Instructional Materials**

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

### **Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

### **Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

### **Grading Policy**

(To be listed here)

### **Absence and Tardy Policy**

(To be listed here)

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

**Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<p><b>Standard 1: Subject Matter</b></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 2: Student Learning</b></p> <p>The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>	<p>1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 3: Diverse Learners</b></p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.</p>	<p>1, 2, 3, 5, 8, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 4: Instructional Strategies</b></p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 5: Learning Environment</b></p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>1, 6, 8, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 6: Communication</b></p> <p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>1, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 7: Planning Instruction</b></p> <p>The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 8: Assessment</b></p> <p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	<p>1, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 9: Reflection and Professional Development</b></p> <p>The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</p>
<p><b>Standard 10: Collaboration, Ethics, and Relationships</b></p> <p>The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.</p>	<p>2, 9, 10, 14, 15, 16</p>

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
NBCTs understand how students develop and learn.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
NBCTs are also concerned with the development of character and civic responsibility.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16
NBCTs know how to assess the progress of individual students as well as the class as a whole.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</b>

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