

Interactive Learning Project (ILP) *Formerly known as* “Learning Centers”

I. GUIDELINES

As part of the Student PSEA Spring Conference, we will hold a statewide Interactive Learning Project competition. The Interactive Learning Project (ILP) can be a STEM, STEAM, STREAM, Cross-Curricular Lesson that students can complete independently. The Project should be student driven and demonstrate hands-on learning. The Projects will be on display during the conference activities. This is an opportunity to share your ideas with students and chapters from all over the state.

Individual and Chapter Entries

- The **individual** category is for students wishing to enter their own Interactive Learning Project. A gift card award will be presented to the winner in this category. Winners will be announced at conference.
- The **chapter** category, for two or more participants, is for those chapters that wish to make the Project a group project. The winner of this category will be recognized and announced at conference.

Please read the following **Rules and Guidelines** and complete and return the Registration Form (which may be duplicated as needed). **A Registration Form must be completed for each Project submitted.** Projects must fit the dimensions listed on the next page.

II. Student PSEA Interactive Learning Project Competition

Rules and Guidelines

Failure to comply with any of the following rules/guidelines will result in disqualification.

1. A **registration form** must be completed for each entry. One copy of the registration form **MUST** be submitted by, **March 22, 2019**. This will ensure your table space at the conference.
2. Bring two (2) additional copies of the registration form to the conference with each. **The forms must be submitted to the PSEA office prior to the start of the first breakout session** (9:30 a.m. on Friday, March 29, 2019).
3. All Interactive Learning Projects must have a registration form taped to the table in front of the display so that all judges can easily see the form.

Project Display Dimensions are as follows: **3 ft. wide X 5 ft. high X 2 ½ ft. deep** Any Project Display exceeding these dimensions will be disqualified.

4. Objectives for the Interactive Learning Project should be clearly stated in clear, plain sight on the Project Display. This should refer to the student's outcomes. What are the student's goals for achieving success in this project?
5. Directions for the student's success must accompany the Project and be clearly recognizable. Directions are to be written for your students, not for the judges, and should be easy to read and understand.
6. The grade level/s and subject areas must be listed on the registration form. It should also be listed on or near the Project display.
7. The Project should be completely self-explanatory to the students and the judges.
8. Please note that Interactive Learning Projects will be on display in a public area; **please do not leave anything of value unattended**. If your Project requires the use of a laptop or anything else of value, please make arrangements with the PSEA office for set-up during judging.
9. Projects must be set up no later than the start of the first breakout sessions (9:30 a.m. on Friday, March 29, 2019).

Email questions to: Students@psea.org

III. Registration Form

Interactive Learning Project Title:

Grade Level:

Please check which category:

Early Childhood K-2

Objectives:

- Math
- Social Studies
- Science
- Language Arts

Primary 3-5

Objectives:

Middle 6-8

Objectives:

Secondary 9-12

Objectives:

Individual Entry

Individual:

Mailing Address:

Chapter: Chapter Advisor:

Chapter Entry

Chapter:

Mailing Address:

Chapter President:

Advisor:

Students who developed the center:

RETURN THIS FORM BY MARCH 29, 2019 TO:

students@psea.org

Duplicate this form as needed. Please email (one) 1 completed copy to the above address and bring two (2) completed copies for each Interactive Learning Project to the conference.

IV. Interactive Learning Project RUBRIC

	5 Points	3 Points	1 Point
Form and Content Standards	Project is free of any errors in spelling, grammar, punctuation and in numeracy. It is well organized and well planned. It shows exceptional forethought and creativity.	Project has 3 or less errors in spelling, grammar, punctuation and in numeracy. It is organized and planned. It shows forethought and creativity.	Project has 4 or more errors in spelling, grammar, punctuation and in numeracy. It is disorganized and not well planned. It lacks forethought and creativity.
Objectives	Objectives show 4 or more of Bloom's Taxonomy observed in fully overt behaviors. Objectives are appropriate for grade and/or age level and subject area. They are clearly defined in a non-ambiguous language, making outcomes evident and in clear, plain sight.	Objectives show 2-3 of Bloom's Taxonomy observed in behaviors. Objectives are appropriate for grade and/or age level and subject area. They are defined in a non-ambiguous language, making outcomes evident and in sight.	Objectives show 0-1 of Bloom's Taxonomy observed in behaviors. Objectives are not appropriate for grade and/or age level and subject area. They are not defined in a non-ambiguous language and are not in plain sight.
Appropriateness	Evidence of 6 or more of Gardner's Eight Multiple Intelligences is used throughout the entire center. Appropriate for the grade level(s) and/or ages intended.	Evidence of 4-5 of Gardner's Eight Multiple Intelligences is used throughout part of center. Appropriate for the grade level(s) and/or ages intended.	Evidence of 3 or fewer of Gardner's Eight Multiple Intelligences is used in the center. Inappropriate for the grade level(s) and/or ages intended.
Usability	The Project is practical and durable for classroom use. The activity(ies) which comprise the Project can be performed by students without teacher facilitation.	The Project is practical and durable for classroom use. The activity(ies) which comprise the Project can be performed by students with some teacher facilitation.	The Project is not practical and not durable for classroom use. The activity(ies) which comprise the Project can be performed by students with total teacher facilitation.
Visual Appeal (used in a tie breaker)	The visual aspect of the Project is directly	The visual aspect of the Project is relative to its	The visual aspect of the Project has no

	relative to its content; it captures the attention of the user, enhances the user's learning experience, and motivates the user.	content; it captures the attention of the user, and does not influence the user's learning experience.	relation to its content; it does not capture the attention of the user, inhibits the user's learning experience, and is not motivating to the user.
Directions	The directions are appropriate to the student's grade level and content, they are given in proper sequence, clear and easy to follow.	The directions are appropriate to the student's grade level and content, they are given in the wrong sequence, somewhat clear and easy to follow.	The directions are inappropriate to the student's grade level and content, they are not given in proper sequence, unclear and hard to follow.
Focus	Focus is clear, skills and concepts are effectively stated.	Focus is clear, skills or concepts are stated.	Focus is unclear, skills or concepts are not stated.
Organization	Materials exceptionally organized and labeled.	Materials are organized but not labeled.	Minimum organization, materials are present but scattered.