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Winter 2-29-2020

## Collaboration (Reacting to the Past/Math/History/Writing)

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### Recommended Citation

Hayashi, James, "Collaboration (Reacting to the Past/Math/History/Writing)" (2020). *Q2S Enhancing Pedagogy*. 113.

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## Stage 1 – NCSI 1110

|   |   |   |
|---|---|---|
| <p><b>ESTABLISHED GOALS</b></p> <p><b>Student’s will have an understanding of collaboration, leadership, written skills (B and E)</b></p> | <i>Transfer</i>   |   |
|   | <p><i>Students will be able to independently use these skills as a productive member of a community. (Communication, Written, Oral, Problem solving and Collaboration)</i></p>          |   |
|   | <i>Meaning</i>  |   |
|   | <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>To be able to assign roles in a group, problem solve and finish with a written assignment (project).</p> | <p><b>ESSENTIAL QUESTIONS</b></p> <p><b>What is a valid source of information?</b></p> <p><b>How to communicate through verbal and written communication?</b></p> |
| <i>Acquisition</i>  |   |   |
| <p><i>Students will know...</i></p> <p><i>Valid resources to use in project and team building.</i></p>                                    | <p><i>Students will be skilled at...</i></p> <p><b>Research, communication (written and oral), team building</b></p>  |   |

## Stage 2 – Evidence and Assessment

| Evaluative Criteria   | Assessment Evidence  |
|---|--|
| <p><b>Reacting to the Past Journal</b></p> <p><b>Coherent functioning group</b></p> <p><b>Valid Research</b></p> <p><b>Communication skills</b></p> | <p><b>PERFORMANCE TASK(S):</b></p> <p><b>Group dynamics</b></p> <p style="padding-left: 20px;"><b>Setting up a group- what roles will each member complete</b></p> <p style="padding-left: 20px;"><b>Discussion in the group setting how to share each all opinions validity</b></p> <p><b>Valid versus invalid information in research</b></p> <p style="padding-left: 20px;"><b>How to understand what a valid resource would be?</b></p> <p style="padding-left: 20px;"><b>Technology and research</b></p> <p><b>Reacting to the past</b></p> <p style="padding-left: 20px;"><b>Working as a community to complete the game/understanding</b></p> <p><b>Communicating in written and oral project on the history of science versus religion</b></p> <p style="padding-left: 20px;"><b>Produce a answer to the above question in a coherent manner</b></p> |
|   | <p><b>OTHER EVIDENCE:</b></p> <p><b>Use of a social based group app/ website(GroupMe)</b></p> <p><b>Formal presentation to class</b></p>   |

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

**Student will be able to work as a functioning group to research valid information on the impact of a project. An example would be “What was the impact of the church in the 1500’s?” or “How did a civilization create a numbering system and its effects on modern mathematics?” Then students will be able to present finding to class and have positive discussion in regard to their findings.**