

Group Project for KRD, CPDIC & PSLSP May 2015

1. Your team is required to demonstrate your understanding on reaction engineering, chemical process dynamics and instrumentation control and process safety and loss prevention courses, based on what you are learning for the first 5 weeks of this semester.
2. Base on your team creativity, choose any platform of the BOARD GAME (imagine Cluedo, Monopoly, Snake and Ladder), to demonstrate the interconnection of all subjects mentioned in Item 1.
3. Your project marks will be evaluated based on:
 - a. *Group Creativity (30%) – which also include the e-portfolio design & board game design*
 - b. *Teamwork (peer evaluation will be introduced) (10%)*
 - c. *Content (the depth covered) & High Order Thinking elements (Level 4-6 in Bloom Taxonomy) (30%)*
 - d. *The understanding of the subject matter (30%)*
4. These are the topics that you should cover in your board game

Kinetics & Reactor Design	Chemical Process Dynamic and Instrumentation Control	Process Safety & Loss Prevention
Chapter 1: Introduction & Mole Balance	Transfer function derivations from unsteady-state mass/energy balances	Toxic Release
Chapter 2: Conversion & Reactor Sizing	First and second order processes dynamic behavior	Dispersion Model
Chapter 3: Rate Law & Stoichiometry		
Chapter 4: Isothermal Reactor Design (Bonus)		

Please note that, you don't have to cover all the topics listed, but as long as you demonstrate the connection, as well as show your depth of understanding, this is sufficient enough.

5. You are required to upload your final project (demonstration, how to play, what is the connection), by using YouTube (of which you should record it!), and to embed it in your group e-portfolio (altogether with the pictures that you snapped along the making of your project)
6. In your e-portfolio, each member should have a dedicated tab to include the following
 - a. *Biodata of the member (with picture, not too formal, but decency is a must!)*
 - b. *What is your contribution to this project*
 - c. *Reflection of what you've learn in this first half of the semester (please provide a concept map – use Prezi, or any other mind map software) for all the subjects in your dedicated tab*

- d. *And to put suggestion, how does each subject can gain your interest*
7. Other tabs should be reserved for
 - a. Group Project – where you put the YouTube content & the explanation about your board game
 - b. Group Assignment – this will be given in 2nd half of the semester
 8. You are advised, **not to spend more than 20 hours** to complete the overall project. Please specify in your e-portfolio, how long it takes to do this project.
 9. **The BOARD game must be submitted to the project coordinator (or the graduate assistant specified) by the end of week 6 (26 June 2015 before 4pm)**
 10. **The best project will be given special REWARD!**

Your Milestones:

Early Week 3: Finalizing the board game concept

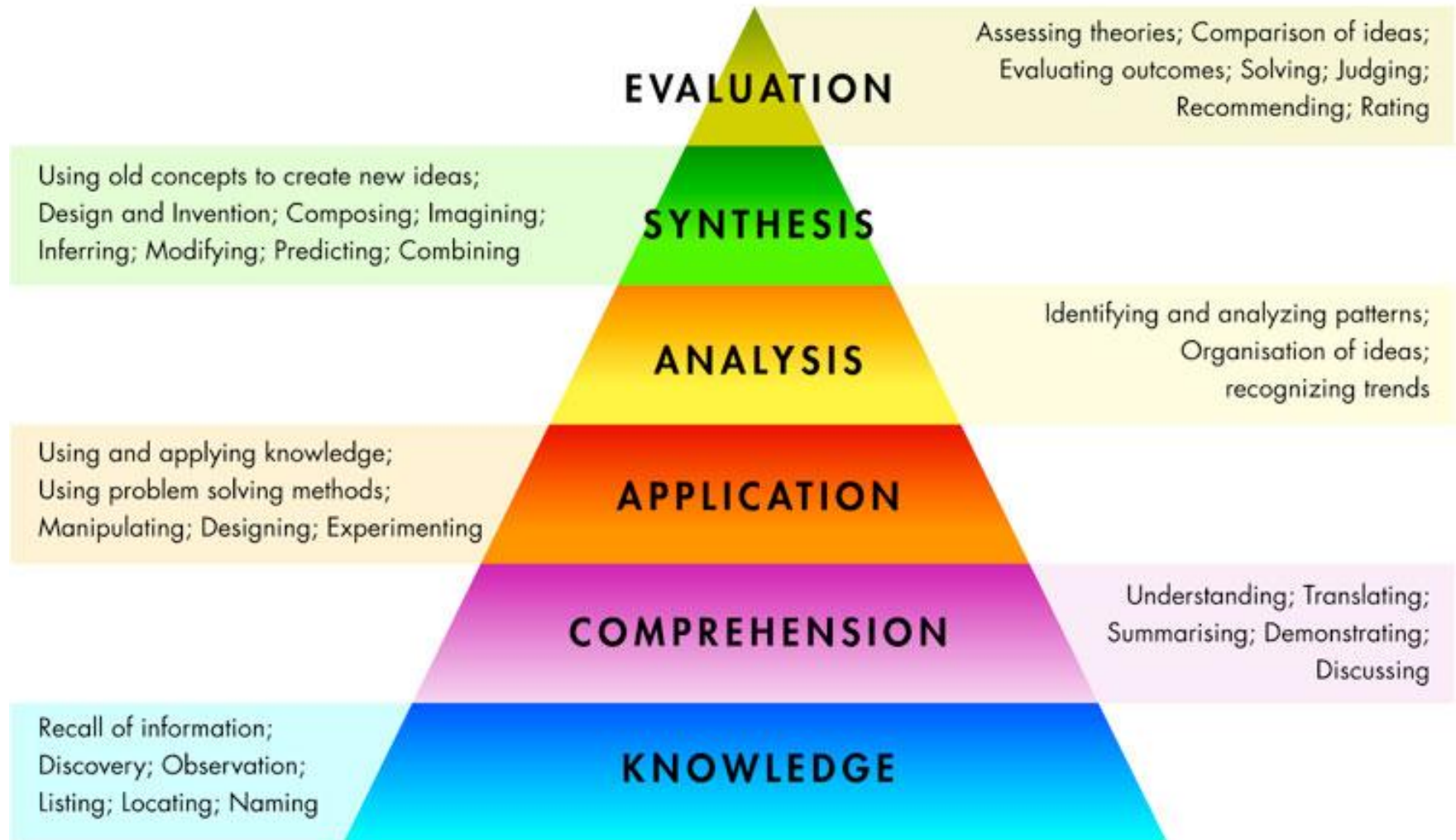
Early Week 5: E-portfolio site is up with some write up on the project– the link need to be shared to get the comment from other groups

Early Week 6: YouTube is ready to be viewed

End of Week 6: Project is ready for submission

BLOOM TAXONOMY

B L O O M S T A X O N O M Y



Action Words for Bloom's Taxonomy					
Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
report	generalize	collect	diagnose	critique	collect