General Overview of TDL Project

Transportation, Distribution and Logistics (one of 16 career clusters) is one of the fastest growing industry segments in our society. In Illinois we are developing a problem-based curriculum to begin preparing students to enter the workforce in this career cluster. The curriculum is being designed to introduce students at the early high school level to the many career opportunities within the TDL career cluster by challenging them to solve practical problems similar to those the industry professionals face on a daily basis. In order to make this curriculum real and exciting, we need the input of some of the industries who function within TDL in Illinois.

We (the Illinois TDL project team) are looking to people like you to become partners in this effort. What will your role be? We need your help throughout this project:

1. Input into the curriculum framework and the components of the curriculum,
2. Assistance in identifying appropriate challenging problems that will become the core of the curriculum,
3. Help identifying evaluation criteria to determine the success of the student efforts, and
4. Technical assistance for students as they tackle the problems.

Ideally we would see each student team meeting with an industry spokesperson who would introduce the problem scenario. Then as students worked on the solution, the industry representative would be available to answer questions and provide technical assistance. Finally, the industry partner would be a part of the final project presentation and evaluation. While this is ideal, realistically few schools are situated to have an industry partner available to interact in such an intense manner.

However, with a system of “virtual” partners, all schools would have the benefit of an industry partner. Therefore, we propose creating an interactive web site where problems can be introduced to students via streaming video segments of industry spokespeople stating the problem and offering the challenge. The site will have an e-mail link for each industry defined problem giving students electronic access to a technical representative from that industry. Finally, student presentations of problem solutions could be scheduled via video-conference so industry representatives could evaluate the student solution from a distance.