

Project-Based Learning

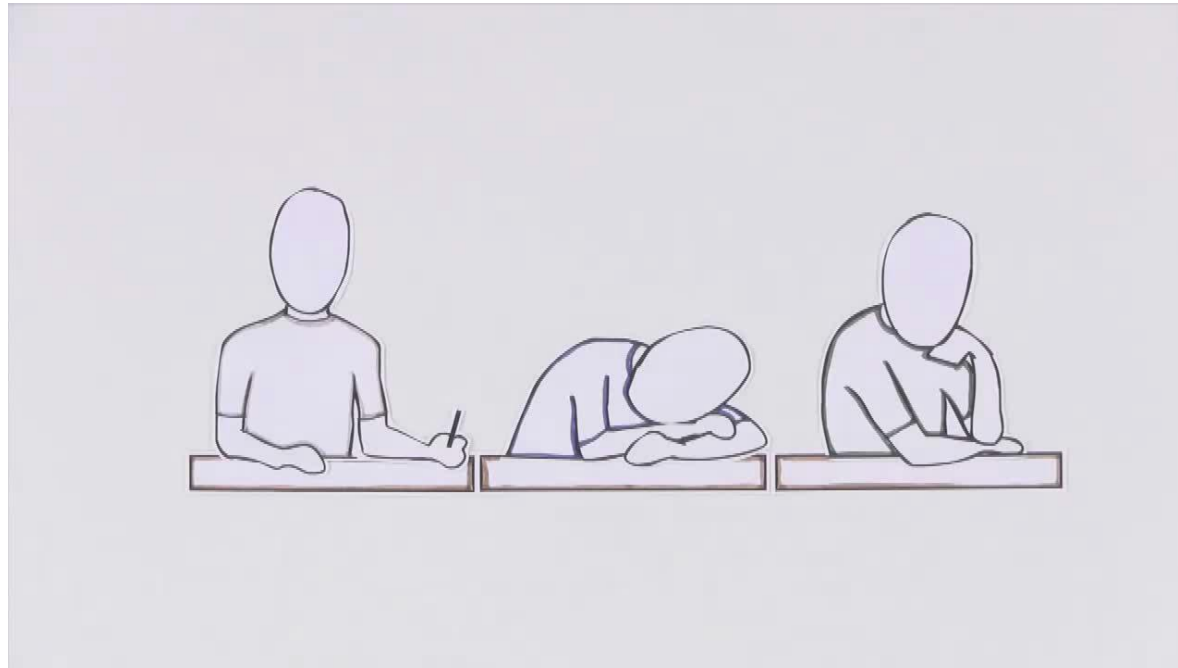
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CTE: Revive and Revise

Buffalo, NY

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Project-Based Learning Explained



<http://www.youtube.com/watch?v=LMCZvGesRz8>

PBL is a Teaching Method in which students:

- Engage in a rigorous, extended process of inquiry focused on complex, authentic questions and problems.
- Work as independently from the teacher as possible – have some “voice & choice”.
- Demonstrate in-depth understanding of knowledge and skills.
- Build 21st century skills: collaboration, critical thinking, and communication.
- Create high-quality products and performances – presented to a public audience.

Getting Started...

- Step 1:

Find an idea.



Remember....

- The essential features of PBL. A good project:
 - Focuses on a rigorous, extended process of inquiry into complex, authentic questions and problems.
 - Allows students to work independently.
 - Builds in-depth understanding of knowledge and skills
 - Builds 21st century skills.
 - Includes high-quality products and performances presented to a public audience.

Step 2: Know Where You're Going with This.

- Select content standards (1-3 standards)
- Select 21st century skills (collaboration & presentation)



Step 3: Decide on the Scope of the Project.

- Imagine the possibilities, but know your limits!
 - What requirements do you live with?
 - What time frame do you operate in?
 - What is your classroom like?
 - What are your students like?
 - What resources are available to you?

Newbie Recommendations!

- ✓ 2-3 weeks in duration (10-15 hours of class time)
- ✓ 1 curricular area, 1 teacher
- ✓ limited complexity and number of student products
- ✓ classroom-based, instead of in the community

Step 4: Driving Questions

- Provocative or challenging
- Open-ended and/or complex
- Linked to the core of what you want students to learn

Types of Driving Questions

- Abstract, conceptual
- More concrete
- Problem-Solving
- Design Challenge

Step 4:

So, Where Do You Want to End Up?

- Selecting culminating products
- Assessing content knowledge
- Assessing 21st century skills

Begin with the end in mind!

Start with a Bang!

- Spark you students' interest on day one!
 - No dumping!
 - Write an effective piece of fictitious correspondence for an entry event.

Showtime!

- Who will see the students' work?
- How will students interact with people who see their work?

No Coffee for YOU!

- You have the end in mind and you know the beginning (launch activity).
- The in-between: includes a mix of independent student work, teacher-guided activities AND direct instruction.

Formative Assessments

- Yes! Don't wait until the end and then try to figure out how the students did!
 - Assess content knowledge and understanding. Try a short quiz.
 - Assess specific skills. Have them practice and give them feedback.
 - Assign interim products. Journals, concept maps, resource lists and notes.

Rubrics

- Each culminating product or performance in your unit will need its own rubric.
- Assess knowledge separately from 21st century skills.
- Show the rubrics to students early in the project, to guide their work.

A Project Calendar

- Record the following:
 - Entry event
 - Daily teaching and learning tasks including formative assessments
 - Checkpoints
 - Presentation schedule
 - Due dates
 - Tests or other summative assessments
 - Time for reflection (and celebration!)

Establishing Classroom Culture

- Allow students to voice their opinion.
- Teach students how to diplomatically critique each other's ideas and work.
- Encourage creative thinking.
- Allow students to suggest changes to the project
- Try to make YOUR first response, "How can we find out?" when a student asks a question.
- Let students find other sources of information.

Reflection

- Research shows that reflection helps students retain what they learn
- Students can help YOU improve your unit for the next time.

Conclusion

Questions???

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Resources:

- Buck Institute for Education
- Edutopia
- 4teachers.org

Thank you for your attention!

Work Cited:

Order:

http://www.bie.org/store/item/pbl_starter_kit

