

Project Based Learning

**... students are never bored when they are learning
and they are never learning when they are bored**

Kanevsky and Keighley
(2003/2008)

**What does PBL
mean to you?**



Let's clear something up...

Project Based Learning goes by many names:

- Problem-based learning
- Case-based learning
- Challenge-based learning
- Community-based learning
- Design-based learning
- Game-based learning
- Inquiry-based learning
- Land-based learning
- Passion-based learning
- Place-based learning
- Proficiency-based learning
- Service-based learning
- Studio-based learning
- Team-based learning
- Work-based learning

At the end of the day.....

Project Based Learning (or whatever you want to call it), involves:

- Designing and/or creating a tangible product, performance or event
- Solving a real-world problem (may be simulated or fully authentic)
- Investigating a topic or issue to develop an answer to a compelling question

Source: <http://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer>

Engagement....

- By actively engaging with the project, learners develop skills in:
 - finding information
 - identifying what information they still need
 - possible sources of that information
 - making connections on what they are learning in class to their own lives and important issues in their world.

**How can I make it work
in my classroom?**



How can I make it work in my classroom?

- Prepare your learning environment
 - Learners must have control in their learning process. They must be able to make decisions and act on them.
 - Learners must have choice in what, how and when they learn.
 - Each learner should be challenged at an appropriate level of rigor
 - Learning experiences should have an appropriate level of complexity, presenting learners with new, open-ended, authentic tasks
 - Learners want teachers who care about what happens in the classroom

How can I make it work in my classroom?

- Make the project meaningful (not just ‘busywork’)
- Let go of ‘traditional’ theories of how a classroom operates
 - Allow for learners to make decisions that affect how they learn
 - Empower the learners with the tools they need to learn
 - Become the guide on the side
 - What does your classroom look like now?, What will it look like in a PBL Classroom?
 - Teach your learners how to work in groups
 - IT’S GONNA GET LOUD!

What are the essentials?

1. Significant Content
2. Need to Know
3. A Driving Question
4. Student Voice and Choice
5. 21st Century Competencies
6. In-Depth Inquiry
7. Critique and Revision
8. Public Audience

Source: http://bie.org/object/document/8_essentials_for_project_based_learning#

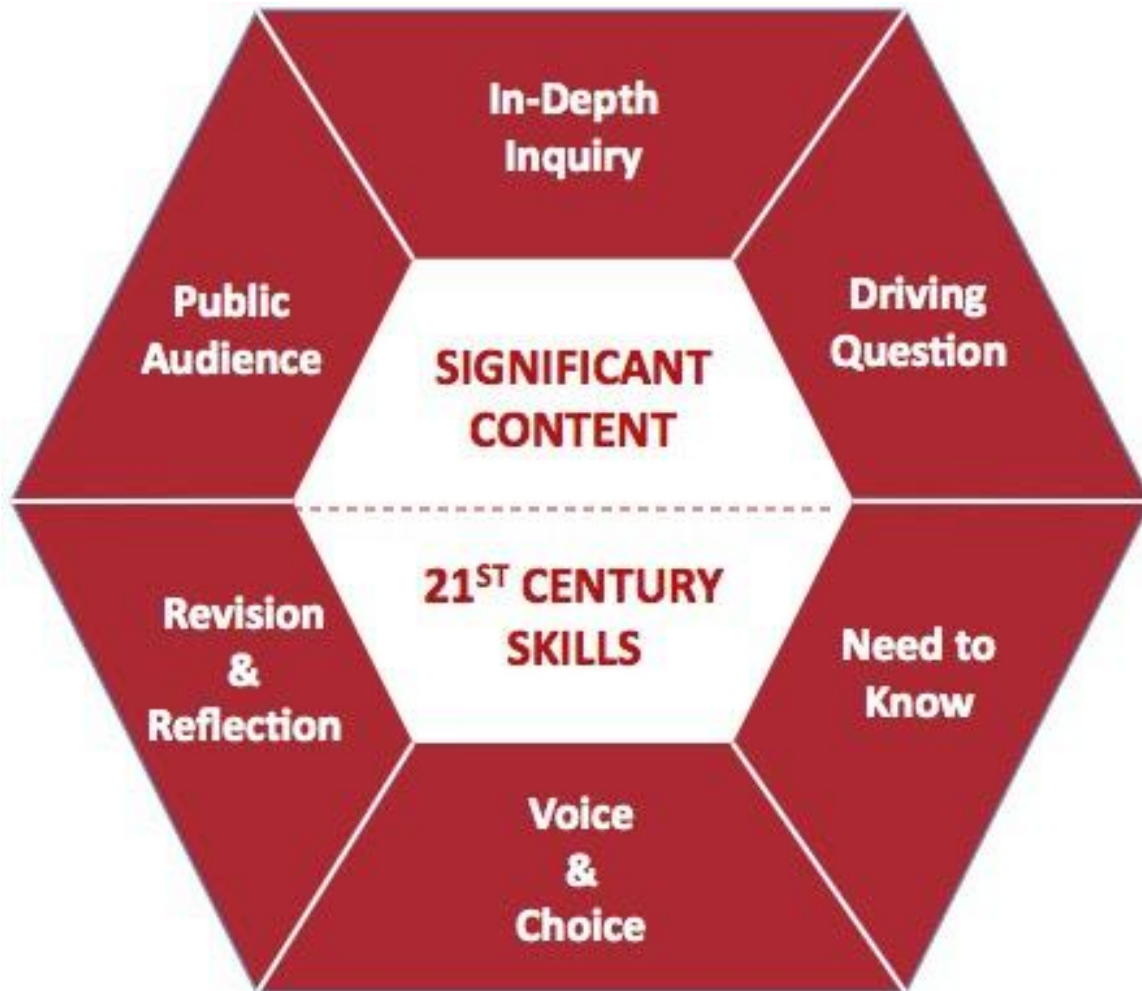


Image sourced from: <https://sites.google.com/a/nhusd.k12.ca.us/pbl/8-essentials>

How do I assess?

- It's as much (or more) about the process, as it is about the end result
- Place more emphasis on formative assessment, rather than summative
- Determine how learners will demonstrate that learning
- Don't be afraid of a quiz or a test!
- State the purpose of each assessment.
- Don't assess the final project?
- With your learners, develop the rubrics for each of the specified skills and content you want your learners to master, and then collect the evidence of students demonstrating these skills and content from a variety of sources.

Slide Show:

<https://docs.google.com/presentation/d/1nxjhQnvNXDztloyksgbrU2x061j3latn0lu8VGyB0bk/pub?start=false&loop=false&delays=3000>



WHY

WHAT

HOW

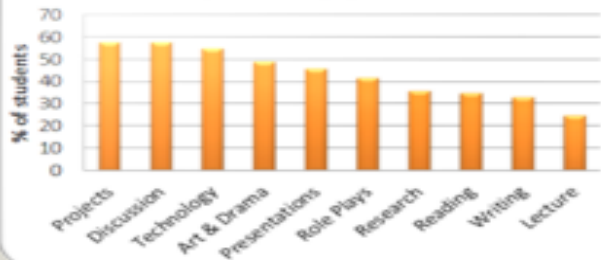
THE ESSENTIALS of PROJECT- BASED LEARNING

project work defines
the curriculum with
traditional teaching
supplementing the
needs of the project

Did you
know ...

In a survey of 43,000 students almost 60% indicated that they are engaged when doing projects compared to only 25% when listening to a lecture. The active learning that happens with Project Based Learning (PBL) encourages deep learning.

Degree of Engagement



Deep Learning

- focuses on process and concepts
- leaves with rich understanding

Strategic Learning

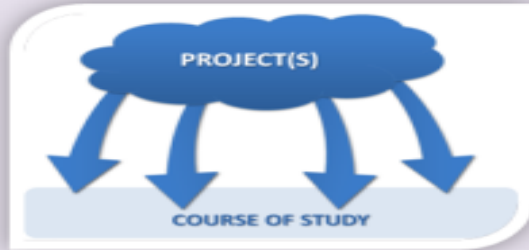
- aims for grades rather than understanding

Surface Learning

- does as little as possible
- answers questions instead of solving problems

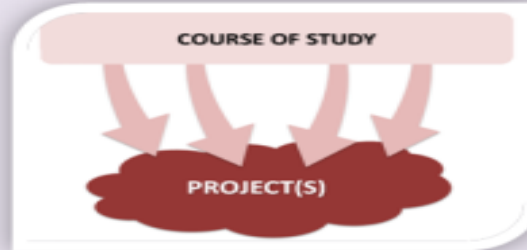
A good PBL project is complex, open-ended and cross-disciplinary. Authentic tasks that are level appropriate provide an opportunity for active and explorative learning.

PROJECT CENTRIC



Projects form the central and dominant component of the curriculum; Subject material studied is determined by the demands of the project.

PROJECT SUPPORTED



Projects focus on the application and integration of concepts studied in the curriculum.



Project should provide **AUTONOMY**

Time

Task

Technique

Team

Steps

Sources:

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Buck Institute of Education, *Project Based Learning for the 21st Century* website. <http://www.bie.org>

Allstair Morgan, "Theoretical Aspects of Project-Based Learning in Higher Education". *British Journal of Educational Technology*, 14: 66-78, 1983.

Daniel Pink, *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books, New York, 2009.

Ethan Yazzie-Mintz, "Charting the Path from Engagement to Achievement: A Report on the 2009 High School Survey of Student Engagement". Center for Evaluation & Education Policy, Indiana University (2010)

- 1 • Determine Project Focus
- 2 • Brainstorm Potential Tasks
- 3 • Generate Problem Statement
- 4 • Consider Evaluation Method(s)
- 5 • Structure the Project
- 6 • Bring it to Your Classroom

Nancy Nelson - May 2014 - nnelson@conestogac.on.ca