Implementing Project Based Learning

MULTI GRADE WORKSHOP

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PBL One Step at a Time

- Start Small

- Add projects over time

- Become more comfortable and clear on essential componets

Elements of Rigor

- Critical Thinking Opportunities

- Collaboration Opportunities

- Communication Opportunities

- Creativity/Innovation Opportunities

Activities vs. Project Based Learning

Activity	Project Based Learning
Project is not focused on standards. The project does not explicitly target, assess, or scaffold the development of success skills.	Focused on teaching specific and important knowledge, understanding and skills derived from standards. Targets success skills such as critical thinking/problem solving, collaboration, and self-management
Central idea not framed by DQ	Focus on DQ/ open ended, inspiring to students, aligned with learning goals (standards)
Summative – no process for students to generate questions to guide inquiry	Inquiry is sustained over time- students pose questions, gather and interpret data, develop and evaluate solutions or build evidence for answers and ask future questions. Student generated questions throughout the project

Activities vs. Project Based Learning

Activity	Project Based Learning
Resembles traditional "schoolwork", lacks a real-world context, tasks and tools. Does not make a real impact on the world, or speak to students personal interests.	Authentic context, involves real-world tasks, tools and quality standards makes a real impact on the world, and/or speaks to students personal concerns, interest, or identities.
Students not given opportunities to express voice and choice affecting the content or process of project	Opportunities to express voice and choice on questions asked, texts and resources used, people to work with products to be created, use of time, etc. Students take significant responsibility and work independently with guidance.

Activities vs. Project Based Learning

Activity	Project Based Learnin
No reflection on student learning or project design and management	Thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn, and the project's design and management
Students get only limited or irregular feedback about work in progress and only from teacher. Feedback not used to revise and improve work.	Students are provided with regular, structured opportunities to give and receive feedback about quality of products and work in progress. Feedback used to revise and improve work.
Students do not make their work public by to an audience or offering it beyond the classroom	Work is made pubic by presenting and offering it beyond the classroom. Students explain reasoning and choices made about work product

Essential Elements Poster

- ▶ Project Title:
- ▶ Grade (s):
- ▶ Project Idea:
- ▶ Driving Question:
- ▶ Content:
- ▶ Major Products:
- ▶ Making it Public

A Driving Question

For Students	For Teachers
Guides project work	Guides planning and reframes content standards or Big ideas
Creates interest and or the feeling of challenge	Captures and Communicates the purpose of the project
Reminds them "Why we are doing this today."	Initiates and focuses inquiry

From Activity to PBL

- BIE Project – Adding rigor to existing activity.

NUC Examples of First Tries

- Summit Christian Academy – Cindy McCaw

- Abundant Life Christian Academy – Anissa Johnson

- Q and A