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# **Project-Based Learning: What's In It for Me?**

## ***Exploring the What, Why & How of PBL***

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**Session 7: January 13, 2014**

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### **Welcome and Introductions**

Our Own PBL Process and Highlights to Date

Goals for Today

Video Clip(s)—These will be used through the day.

### **Project Sharing/Presentations**

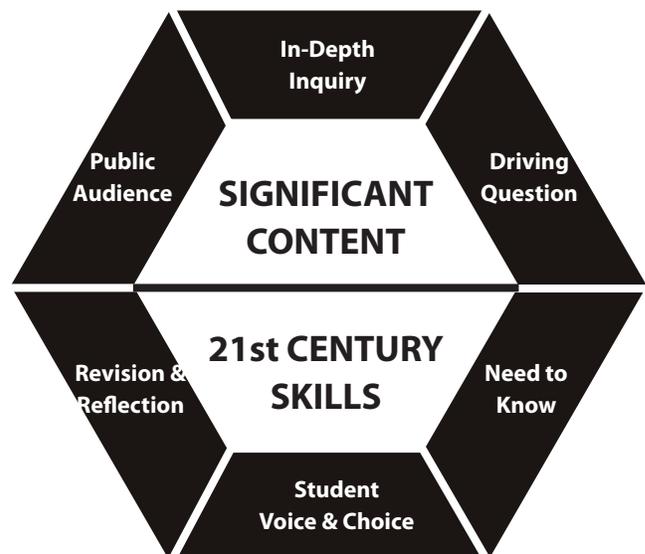
### **Elevator Speeches**

### **A Very Special Teacher**

### **Next Steps—Envisioning the Future and Making It Happen**

### **Legacy Quilt**

### **Closure and Evaluation**





# Project Based Learning Planning Questions

**Name of Project:**

**Subject/Course:**

**Other subject areas to be included, if any:**

**Name(s) of teacher(s):**

**Grade level(s):**

**Estimated duration (number of days or weeks; probable amount of time per day):**

- (1) What's the topic/main idea of your project? Give a brief summary/description of the issue, challenge, investigation, scenario, or problem you want students to address.
- (2) Why did you choose this topic/idea? What impact do you hope it will have on your students and their learning? What impact do you hope it will have on others? (In other words, what difference will it make?)
- (3) What Driving Question will guide the project? (Feel free to jot down more than one possibility.)
- (4) What Entry Event(s) will you use to engage students and launch the inquiry process? (Feel free to jot down more than one possibility.)
- (5) What content standards will you focus on?
- (6) What 21<sup>st</sup> Century Skills will you address and assess? (Remember, PBL especially emphasizes collaboration, communication, and critical thinking/problem solving, but you can certainly focus on others.)

- (7) What major products/performances will your students create?
- (8) What “authentic audience” will see and respond to their work? What is the benefit of having your students share their work/products with these particular people?
- (9) What knowledge and skills will your students need to successfully complete their work? What learning opportunities and resources will you need to provide so they can acquire this necessary knowledge and expertise?
- (10) How will you give your students opportunities for “voice and choice” during the project?
- (11) How will you build a sense of community among your students throughout the project?
- (12) How will you enable them to work in groups/teams, and what purpose/function will these teams serve?
- (13) How could the use of technology enhance your project? (Technology can often support students’ research in an engaging way, help make their writing and other work more efficient, and improve the quality of their products. Technology may also help you and your students manage information and monitor progress.)
- (14) How will you enable/encourage them to use various multiple intelligences? (Remember MI can be integrated throughout the PBL process, especially in students’ products, performances, reflection, and assessment.)
- (15) How will you manage/monitor students’ progress (both individuals and teams) throughout the project? What tools and strategies will help you keep track of how things are going so that adjustments can be made along the way?
- (16) How will you assess students’ learning during the project (formative assessment) and at the end of the project (summative assessment)? (Remember, the PBL assessment process should include peer evaluation and self-evaluation as well as evaluation by the teacher. Also, a variety of measures should be utilized, including rubrics.)
- (17) How will you enable/encourage students to revise and improve their products throughout the project? (They will need your help in critiquing their own work and the work of others in a constructive manner. The goal here is continuous improvement, not criticism.)

- (18) What techniques/strategies will you use to encourage ongoing reflection? (Again, we encourage you to use a variety of strategies so that students' diverse gifts/talents are incorporated.)
- (19) In what ways will you and your students "capture the magic" of their project? What lasting evidence will you gather and keep?
- (20) What resources/assistance will you and your students need to successfully carry out this project? (Examples include on-site people and facilities, administrative support, community resource people, field trips/community-based experiences, equipment, materials, etc.)

# Notes



# Notes

*Creating <sup>my</sup> legacy* 

# “Elevator Speeches”

## Small Group Instructions . . .

In your small group, prepare a **30-40 second “elevator speech”** designed to tell your colleagues (those with little or no familiarity) **three significant highlights about Project Based Learning/ service-learning**. Specifically, please follow the instructions below:



1. If you are in a **“What?”** group, you need to identify **three key characteristics** of PBL/service-learning that help answer the question, **“What is it?”**
2. If you are in a **“Why?”** group, you need to identify **three reasons** that help answer the question, **“Why is it worth doing?”**
3. If you are in a **“How?”** group, you need to identify **three implementation tips** that help answer the question, **“How do you carry it out effectively?”**

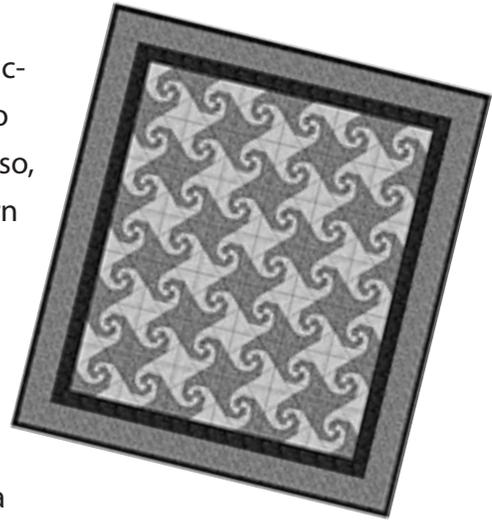
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ow wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank

# LEGACY QUILT INSTRUCTIONS

- Distribute crayons/markers and various colors of construction paper (enough for one sheet per person). It's best to use bright colors on which writing will show up easily; also, it helps to select colors that will form an attractive pattern when assembled together.
- Have each group member design a "quilt piece" using his/her sheet of construction paper. Make sure everyone positions his/her sheet in the same direction—all horizontally, or all vertically. Each quilt piece should be a tribute to a role model selected by the group member. Together, the pieces will form a "legacy quilt."
- Each quilt piece should contain the following components:
  - The honoree's name, prominently displayed
  - The honoree's major role or connection to the "designer"
  - Words/phrases that capture the honoree's spirit, strengths and accomplishments. Feel free to use ideas from previous activities like the *Verb List*, *Calling Cards* and *Multiple Intelligences Inventory*.
  - At least one visual symbol
  - Border "stitching" around the perimeter
- Assemble the pieces together into a unified quilt. You may or may not choose to use a pre-determined color pattern; but in either case, the finished produce will look better if same-color pieces are not placed side by side. You can hang pieces individually, or tape together (on the back side) units of 4-6 pieces prior to hanging. "Velcro for posters" is an ideal product for attaching quilt pieces or units to the wall or other surface.
- Have group members share the highlights of their tribute pieces with one another, encouraging mutual feedback throughout the process.



# Reflection Guide

- What have I learned as a result of this workshop series?

- What has moved me/resonated with me the most?



- Where does PBL and service-learning “fit” for me?
  - How does it reflect/support my personal beliefs and values?
  - How does it reflect/support my professional beliefs and values?
  - Where does it fit in the legacy I hope to create?



- Where does PBL/service-learning “fit” for our school?
  - How does it reflect/support our beliefs and values?
  - Where does it fit in the legacy we hope to create?
  - How can we help our students identify and demonstrate their gifts and fascinations through PBL/service-learning?
  - Which of our existing efforts might we enhance to make them fit the PBL/service-learning model?
  - What new ideas/possibilities are beginning to emerge?

## Workshop Facilitators

Ellen Erlanger was a teacher and administrator for the Upper Arlington City Schools, Upper Arlington, Ohio, for 27 years and was involved in service-learning, career development, character education, vocational education, guidance, staff development and community education throughout that time. In addition to fulfilling her local program responsibilities, she provided consultation, training and technical assistance to other public and private schools on a regional, statewide and national basis. Ellen retired from the Upper Arlington City Schools in December 2002 after 30 years in the field and is now Vice President of Legacy Consulting Group and a consultant with the Legacy Group of Partnerships Make A Difference, a non-profit corporation providing training and educational materials development.

Ellen has authored a variety of instructional materials and education-related articles as well as other books, works of poetry, and newspaper and magazine articles. She is also active in relevant education organizations at the state and national levels. During her leadership, the Upper Arlington City School District achieved the rare distinction of having all three of their secondary schools selected by the Corporation for National Service as "National Service-Learning Leader Schools." Ellen holds a B.A. and M.A. from the University of Michigan.

Kathy Meyer, an educator for more than 30 years, served as an administrator for the Worthington Schools, Worthington, Ohio, from 1985 to 2000 and supervised service-learning, career development, character education, vocational education, guidance, science, and after-school and summer school programs. Under her leadership, Worthington was selected as a model school district by Learn and Serve Ohio. Kathy retired from the Worthington Schools in December 2000 and is President of Legacy Consulting Group. In addition, she is associated with the Legacy Group of Partnerships Make A Difference.

In these roles, Kathy has authored and published a variety of instructional materials and provided related training programs in many public and private schools throughout Ohio and a number of other states. She has provided expertise in a variety of other settings and is active in many professional organizations. Over the years, she served in a number of leadership positions, including President of the Ohio Career Education Association. Kathy holds a B.A. from Wittenberg University and an M.A. from Wright State University.

Dr. Marjori M. Krebs, an Assistant Professor in Teacher Education at the University of New Mexico, has been involved in service-learning firsthand as a student, teacher, administrator, and researcher. Marjori has presented numerous teacher workshops and graduate-level courses on many aspects of service-learning. She holds a BA from the University of Oklahoma, an MA from The Ohio State University, and an EdD from Bowling Green State University.

### ***For more information, contact:***

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The Legacy Group of Partnerships Make A Difference is a non-profit organization dedicated to providing educators, parents and students with the tools and inspiration to do great things. We are committed and experienced educators whose ultimate vision is to help young people develop a sense of passion and purpose and learn to apply it throughout their lives.

The Growing Together Service-Learning Network utilizes service-learning as an instructional strategy to enrich the teaching/learning process, enhance student success, improve school climate, and actively address a wide range of significant local and global needs and issues. This "community of service-learning practitioners" fosters effective partnerships among schools, community agencies/organizations, higher education partners, and philanthropic sponsors so that desired results can be achieved over time.

**Project-Based Learning Workshop**  
**Gadsden, New Mexico Schools: January 13, 2014**

**Grade Level** \_\_\_\_\_

**Please rate the following by circling the appropriate number:**

	VERY HELPFUL				NOT HELPFUL	
<b>1. Workshop Content (overall)</b>						
a. Content was geared to participant needs:	4	3	2	1	○	
b. Handouts were helpful and relevant:	4	3	2	1	○	
c. Content is applicable to my situation:	4	3	2	1	○	
Comments:						

<b>2. Workshop Process (overall)</b>						
a. Helpful variety of methods and media:	4	3	2	1	○	
b. Relevant examples and applications:	4	3	2	1	○	
c. Sufficient time for questions and discussions:	4	3	2	1	○	
Comments:						

<b>3. Presenters (overall)</b>						
a. Well-prepared:	4	3	2	1	○	
b. Competent:	4	3	2	1	○	
c. Interesting, easy to listen to:	4	3	2	1	○	
Comments:						

