



*"Helping Young People Develop a Sense of Passion and Purpose for Their Learning and Lives"*

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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 5: April 11, 2013**

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#### **"Where We Are and Where We're Going"**

Welcome and Introductions  
Our Own PBL Process and Highlights to Date  
Small Group Activities  
    What has resonated for you so far?  
    "Elevator Speeches"  
Goals for the Next Two Days  
Expectations for May Session—#1,2,4,5,7,8 and 16  
Inventory of Project Ideas to Date  
Video Clip(s)—These will be used throughout our time together.

#### **"It's About Problem Solving"—Integrating Habits of Mind (Small Group Activity)**

##### **Peer Support Team Session #1:**

*Where are you currently with your PBL planning/implementation process? What are you excited about? What concerns/questions do you have? (Use 20 Planning Questions as point of reference.)*

#### **Building Our Learning About Scaffolding and Project Mapping (Large Group)**

##### **Peer Support Team Session #2:**

*Share/discuss your own scaffolding plan and project timeline/map/storyboard. What adjustments/additions might be helpful?*

#### **Building Our Learning About Technology (Large Group)**

#### **Work Time (Individual or Small Group per Your Preference)**

#### **Closure for Day 1**



# “WHERE WE’VE BEEN”

## September 6, 2012

Our Approach and Goals

Introductory Videos (*The Memory Project; PBL Explained*)

Revisiting/Reflecting On Your Philosophy and Priorities

Legacy: A Memorable Teacher

Best Days

What Do We Want for Kids?

What Are We Missing?

What’s Going On Here?

Gallery Walk

PBL Basics

Definition and Essential Elements

Examples in Print and Video (*Media Saves the Beach; Learning In Deed*)

What Does Success Looks Like?

Integrating Multiple Intelligences

Additional PBL Examples

Project Possibilities: Getting Started

Ideas/Topics

Driving Questions

Entry Events

Culminating Products

Initial Brainstorming/Planning Time

## September 7, 2012

Another Great Example: Entry Event, Culminating Products, and Results

(Ovarian Cancer Awareness/Fundraising Project)

Reinforcing Videos

(*Stand Up 2 Cancer; Beat Michigan, Beat Cancer*)

Tips and Tools for Effective Project Planning and Management

Additional Brainstorming/Planning Time

Revisiting Legacy: A Very Special Teacher

(Randy Pausch – *The Last Lecture*)

Next Steps

## November 29, 2012

Welcome and Re-Introductions

Opening Video (*Board Games*)

September Highlights

November Goals and Focus Areas

Project Planning Guide/Questions

Building Community and Envisioning the Future

Imagine a World (Poem Activity)

More Great Project Examples

Articles Distributed

Reinforcing Videos

Planning Time

Reflecting on Your Project Idea(s) So Far

Peer Feedback and Critique

Great Technology Tools, Part 1

(Skype, Animoto)

## November 30, 2012

Transition

Day 1 Highlights

Needs and Priorities for Today

Great Technology Tools, Part 2

Capturing the Magic (Skype/ Weebly)

Assessment Framework

Rubrics

Student Portfolios, Project Journals, etc.

Lasting Keepsakes and Artifacts

Planning Time/Peer Feedback

Movie Time: A Very Special Project

(*Paper Clips*)

Reflection and Next Steps



# SMALL GROUP ACTIVITY INSTRUCTIONS

## “Elevator Speeches”

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 PBL**. Specifically, please follow the instructions below:

1. If you are in a **“What?”** group, you need to identify **three key characteristics** of PBL 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?”**



## “It’s About Problem Solving” – Integrating Habits of Mind

Read the descriptions of the specific Habits of Mind that are assigned to you. Then prepare to briefly explain your items to other group members by giving them some memorable highlights (stuff that will stick with them). For example, share with them:

1. A few **key words or phrases (especially verbs)** that capture the essence of each Habit.
2. A **symbol** that you would associate with each Habit.
3. A **role model/well-known person** that you would associate with each Habit.



# 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.)

## PBL Essential Elements Checklist

Whatever form a project takes, it must have these Essential Elements to meet BIE's definition of PBL.

Does the Project . . . ?			
<p><b>FOCUS ON SIGNIFICANT CONTENT</b> At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.</p>			
<p><b>DEVELOP 21st CENTURY SKILLS</b> Students build skills valuable for today's world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.</p>			
<p><b>ENGAGE STUDENTS IN IN-DEPTH INQUIRY</b> Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.</p>			
<p><b>ORGANIZE TASKS AROUND A DRIVING QUESTION</b> Project work is focused by an open-ended question that students explore or that captures the task they are completing.</p>			
<p><b>ESTABLISH A NEED TO KNOW</b> Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.</p>			
<p><b>ENCOURAGE VOICE AND CHOICE</b> Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.</p>			
<p><b>INCORPORATE REVISION AND REFLECTION</b> The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.</p>			
<p><b>INCLUDE A PUBLIC AUDIENCE</b> Students present their work to other people, beyond their classmates and teacher.</p>			



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**Session 6: April 12, 2013**

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**Jigsaw Activity: Reflections on Project Examples/Case Studies**

**Building Our Learning About Meaningful Assessment and Project Management**

SurveyMonkey.com

**Additional Project Examples**

Video Clips

Skype with Molly Miely and Students

**Work Time**

**Your Role as a PBL Building Leader**

Gaining Support/Involvement from Colleagues

Gaining Board Support

Leading by Example

Video: *One Teacher's Story*

**Peer Support Team Session #3**

*Where are you now re: your own project idea and your role as a PBL Building Leader? What "next steps" make sense? What help/support do you need?*

**Closure for Day 2**

Feedback: What was most helpful today?

Things to Review/Prepare/Bring/Do for May 1 Session

Concluding Video: *The Nature of Leadership*

## 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.

**PBL “Train-the-Trainers” Workshop**  
**Gadsden, New Mexico Schools: April 11-12, 2013**

**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:					

**Complete the following:**

What part(s) of the workshop were most helpful to you? (Be as specific as possible.)

What part(s) of the workshop could be improved? (Be as specific as possible.)

What were the two or three most important ideas/concepts you learned at this workshop that you can take home and apply to your situation?

**Name** (optional): \_\_\_\_\_ **School** (optional): \_\_\_\_\_

On behalf of Partnerships Make A Difference and Gadsden ISD, we thank you for your participation in today's workshop.