



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

Project Based Learning: What's In It for Me? Exploring the What, Why & How of PBL and SL

Session 2: August 29, 2014

Transition: Reflections on Day 1

Jigsaw Activity: Insights from the Readings

Imagine a World

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

Project Planning Template and Related Resources

Tips and Tools for Effective PBL Planning and Implementation

Reinforcing Videos

Brainstorming/Planning Time

Closing Comments

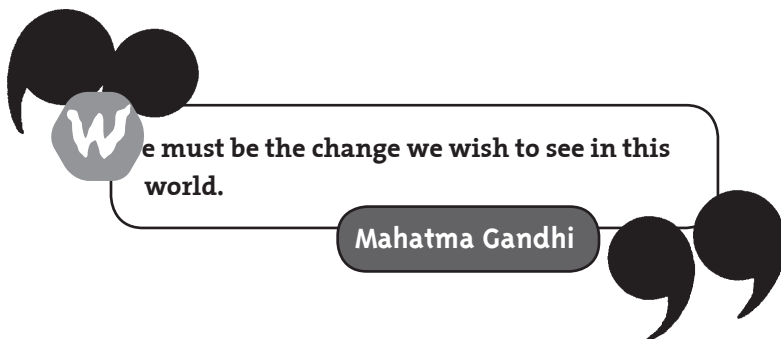
Next Meeting Dates



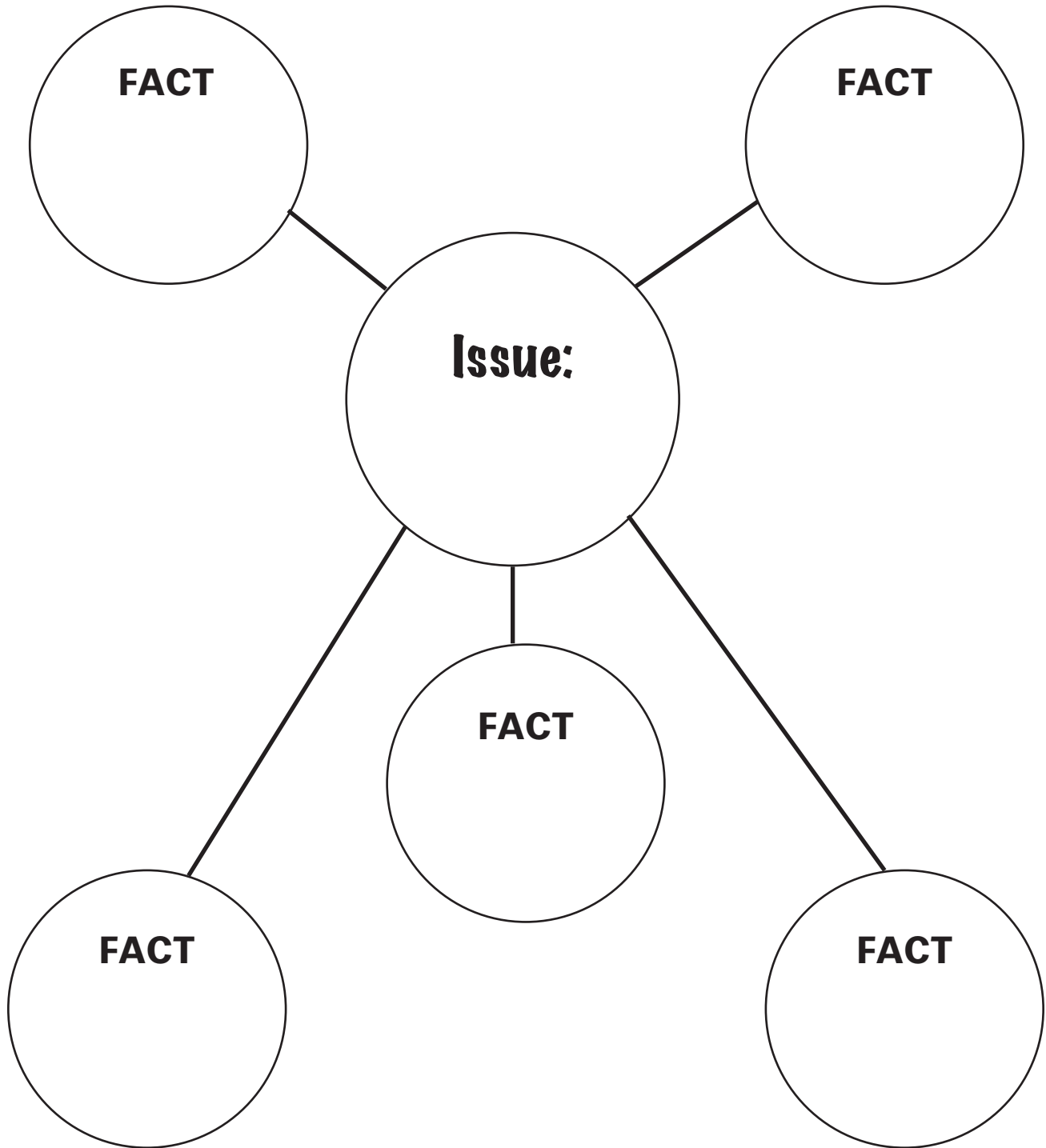
Imagine A World

Poem Activity

1. Group completes the global puzzle as directed (all members participate; clues are added gradually by facilitators as needed). [Symbolic message: At its best, service-learning utilizes our individual and collective gifts to help “put the world back together.”]
2. Each member lists local and/or global issues and needs that he/she feels passionately about.
3. Together, group members share their responses with each other. (If time permits, they may also compile a master list of 20-30 such issues/needs that represent their collective thoughts and feelings.)
4. Then, each member uses one of his/her items to complete the sentence stem: *“Imagine a world . . .”* (next words might include “where” or “in which” or “with” or “without”). This works best if group members first tell each other which issue/need they plan to use so that duplication can be avoided.
5. Group members put their *“Imagine a world . . .”* lines together to form a poem. Adjustments in wording can be made as desired to make the poem “flow” more effectively.



Graphic Organizer



Dreaming Up Some Ideas . . .

Potential Topic(s)/Theme(s)

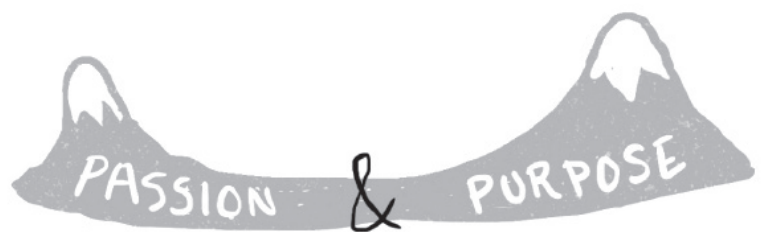


Driving Question(s)

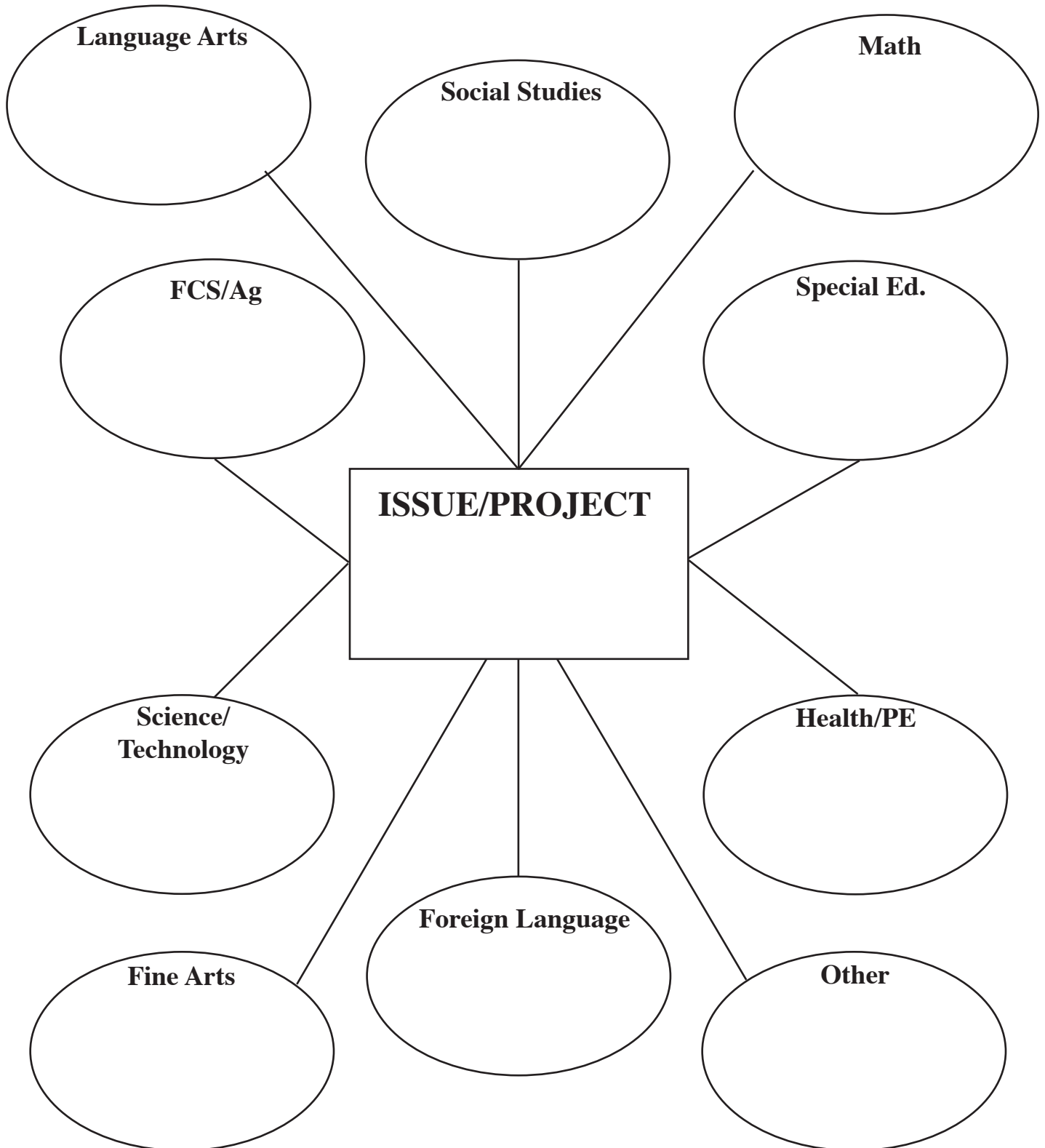
Entry Event(s)

Authentic Product(s)

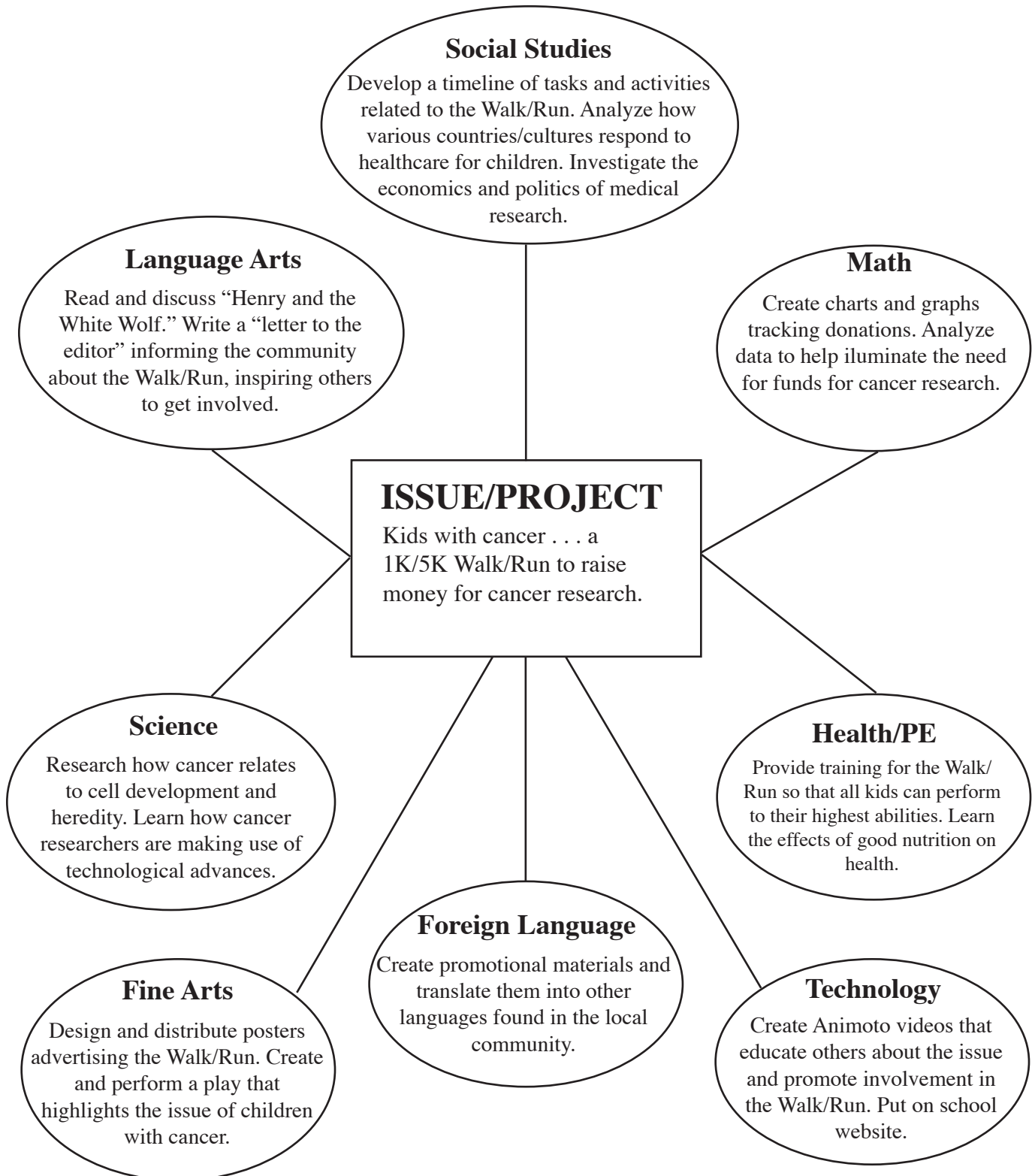
Authentic Audience(s)



Curriculum Connections Web



Curriculum Connections Web



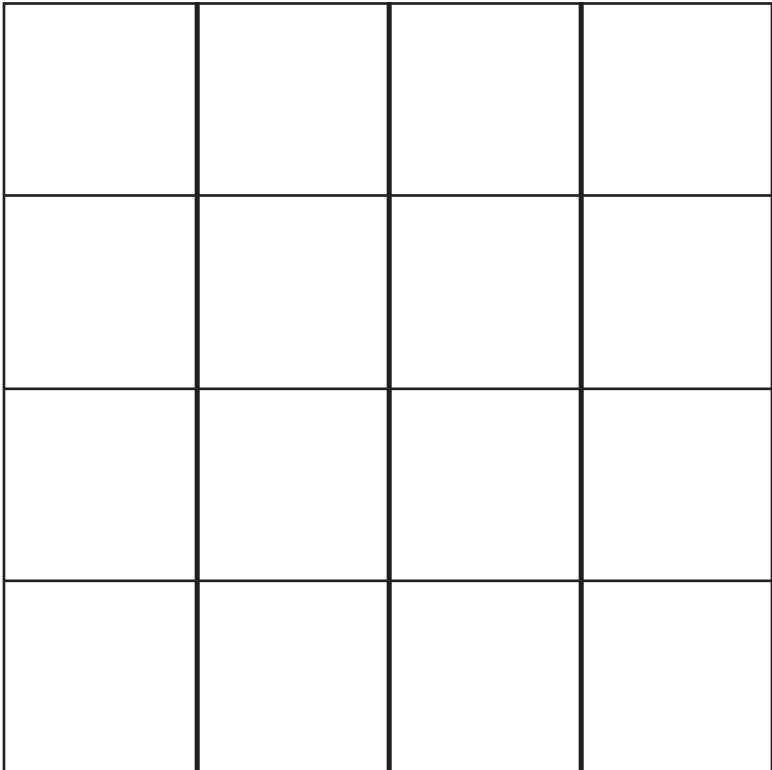
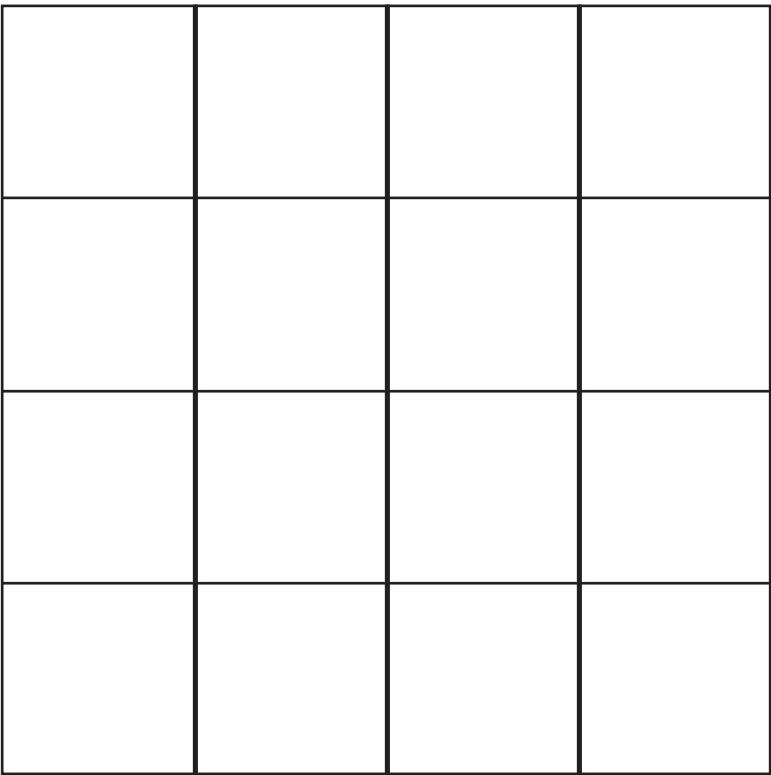
Instructions for No-Sew Fleece Blankets/Quilts

- Purchase 50-60" width polar fleece in desired increments (1/2 yard-2 yards, depending on the size blankets you want to make). Plan to use two companion pieces for each blanket, pairing either a patterned fleece with a solid color, or using two different solids.
- Place the two companion pieces of fleece on top of one another, trimming edges as needed to match (no need to be perfect on this, though—the process is quite “forgiving” in the end). Place the “brighter sheen” or “better side” of each fabric so that it faces the outside (one piece facing up, the other facing down against the work surface).
- Provide scissors for each person, as well as rulers to share within each group if needed.
- In each corner of fabric, keeping the two pieces together, cut out a square of 4-5" (same length as the slits you plan to cut to create fringe). Providing a paper or cardboard “guide square” of the proper size will be helpful, especially if it also shows the proper width (1") between slits (less need for rulers if you have the guide squares).
- After corner squares are removed, carefully cut evenly spaced slits of the proper length all around the quilt, cutting through both pieces of fabric simultaneously. Try to keep the two pieces securely in place throughout this process.
- After all the slits have been cut, tie each matching pair of pieces (top and bottom) together in a double knot. This will secure the quilt while creating colorful fringe all around.



Cutting Guides:

**4 inch by 4 inch, in
1 inch increments.**



Service-Learning/PBL Project Planning Template

(A Word document version of this template can be downloaded at <http://www.partnershipsmakeadifference.org/workshop-handoutsactivities.html>)

Name(s) _____
School(s) _____
Email Address(es) _____
Title/Topic of Proposed Project _____
Grade Level(s) _____
Approximate Number of Participating Students _____

INVESTIGATION	PLANNING NOTES
<p>Investigation: Teachers and students investigate the local/global problems that they might potentially address. This aspect of investigation may involve some sort of research, simulation, survey, and/or mapping activity. In addition, during Investigation, teachers are encouraged to find out more about their students' strengths, interests, and passions.</p> <p>(1) If you haven't already identified the topic of your project, what investigation activity(ies) do you plan to do with your students?</p>	<p><i>Investigation examples . . . "Imagine a World" (http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/imagine_a_world_no_puzzle.pdf), "Dreamtown" (http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/dream_town.pdf), and "How Are You Smart?" multiple intelligences inventory (http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/how_are_you_smart.pdf)</i></p>

TOPIC/GOALS

2) 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.

(3) Why did you choose this issue/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?)

PLANNING NOTES

DRIVING QUESTION

(4) What Driving Question will guide the project? (Feel free to jot down more than one possibility.) The Driving Question should promote student inquiry and ownership by conveying the goal/desired outcome of the project. When appropriate, the Driving Question can reflect how students will do the work of real people (e.g., "Acting as writers, researchers, artists, etc., how can we . . .?").

Types of DQs . . .

Problem-Solving (answered by offering a reasonable solution): *How can we have a positive impact on hunger and food insecurity in our region? How can a local business attract more customers? How can we improve traffic flow around our school?*

Design Challenge (answered by creating—and often executing—a design that effectively meets requirements): *How can we create a work of art/piece of media to express our thoughts about diversity in our community? How can we design a community theatre that meets size limits and seats the most people? How can we design and encourage alternative forms of transportation?*

Abstract/Conceptual (answered by conceptual analysis and logical argument): *What is a hero? When is war justified? More Concrete* (answered mainly by the analysis of empirical evidence): *Is our water safe to drink? Why did the dinosaurs become extinct?*

<p>ENTRY EVENT(S)</p> <p>(5) What Entry Event(s) will you use to engage students and launch the inquiry process? (Feel free to jot down more than one possibility.)</p>	<p>PLANNING NOTES</p> <p>“The Hook”... Examples of Entry Events</p> <ul style="list-style-type: none"> ✓ Real or fictitious correspondence: letter, memo, email presenting a need/challenge ✓ Video/film clip ✓ Field trip ✓ Discussion of specific issue or event (current or historical) ✓ Simulation or reenactment ✓ Inspiring/motivating literature selection ✓ Startling statistics ✓ Website review/research ✓ Photographs, songs, works of art ✓ Guest speaker(s)
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<p>PLANNING/PREPARATION</p> <p>(6) What knowledge and skills will your students need to become “experts” about their topic and successfully complete their work? What learning opportunities and resources will you need to provide so they can acquire this necessary knowledge and expertise?</p> <p>(7) How could the use of technology enhance your project? (Technology can often support students’ research in an</p>	<p>Planning and Preparation: Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.</p>
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PLANNING NOTES

**PLANNING/
PREPARATION (cont.)**

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.)

(8) How will you enable/encourage your students to use various multiple intelligences? (Remember, MI can be integrated throughout the PBL/S-L process, especially in students' products, performances, reflection, and assessment.)

(9) What resources/assistance will you and your students need to successfully carry out this project? (Examples include school-based resource people and facilities, administrative support, community resource people, field trips/community-based experiences, equipment, materials, etc.)

**CONTENT STANDARDS/
CURRICULUM
CONNECTIONS/
21ST CENTURY SKILLS**

(10) What content standards will you focus on?

PLANNING NOTES

(11) What 21st Century Skills will you address and assess? (Remember, PBL and service-learning especially emphasize collaboration, communication, and critical thinking/problem solving, but you can certainly focus on others.)

ACTION: AUTHENTIC PRODUCTS/SERVICES AND AUTHENTIC AUDIENCES

(12) What major authentic products/services will your students create? If applicable, what services/support will they provide?

(13) What “authentic audience” will see and respond to/benefit from their work? What is the value of having your students share their work/products/services with these particular people?

STUDENT EMPOWERMENT AND COLLABORATION

(14) How will you give your students opportunities for “voice and choice” during the project?

(15) How will you build a sense of community among your students throughout the project?

<p>STUDENT EMPOWERMENT AND COLLABORATION (cont.)</p> <p>(16) How will you enable them to work in groups/teams, and what purposes/functions will these teams serve?</p>	<p>PLANNING NOTES</p>
<p>REVISION AND REFLECTION</p> <p>(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 negative criticism.)</p> <p>(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.)</p>	

PLANNING NOTES

DEMONSTRATION/ CELEBRATION

(19) In what ways will you and your students “capture the magic” of their project? What lasting evidence will you gather and keep?

(20) With whom will you and your students share the results/impact of your project? How will you do this?

PROJECT MANAGEMENT AND ASSESSMENT




(21) 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?

(22) 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.)

The Buck Institute for Education has assembled a wide array of PBL-related resources created by BIE and collected from fellow PBL travelers. The resources are organized into three broad categories: things to read, to watch, or to interact with. To access these resources, go to <http://bie.org/resources>.

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>FOCUS ON SIGNIFICANT CONTENT 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>DEVELOP 21st CENTURY SKILLS Students build skills valuable for today's world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.</p>			
<p>ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.</p>			
<p>ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students explore or that captures the task they are completing.</p>			
<p>ESTABLISH A NEED TO KNOW 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>ENCOURAGE VOICE AND CHOICE 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>INCORPORATE REVISION AND REFLECTION 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>INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.</p>			

Demonstrating 21st Century Skills . . .

Doing the Work of Real People

STUDENTS

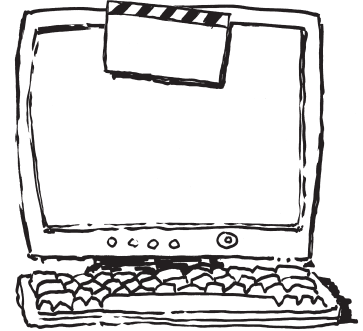
Conducting Inquiry: What do we need to know?
(research, investigate, interview, conference)

Skype.com (or FaceTime)

Oovoo.com

Email

Internet



Managing Their Work: How do we keep track of and make sense of what we are learning? (share, collaborate, edit, comment, collect, update, store, draft)

Docs.google.com

Dropbox.com

Wikispaces.com

Spreadsheets

Graphing software

Project Foundry.org

Creating Products and Presentations: How can we demonstrate our learning and who is the authentic audience?
(posters, books, presentations, display online, websites, scripts, newscasts, video, reviews, PSAs)

Animoto.com

Xtranormal.com

Glogster.com

Storybird.com

Prezi.com

Voicethread.com

Sliderocket.com

Wordle.net

Edublog.org

Sites.google.com

Kidblog.org

Weebly.com
Blogger.com
Digital portfolio
Kidsvid.4teachers.org
Youtube.com
Amazon.com
Lulu.com

TEACHERS

Managing Your Project **Assessing Your Project/Students** **Collaborating with Colleagues**

Thinkquest.org
Polleverywhere.com
Dropbox.com
Edmodo.com
Class website
Project blog
Wiki
Edupln.ning.com
Gloaleducation.ning.com
Classroom20.com
Ncssnetwork.ning.com
Cilc.org
Twitter.com
Google Forms



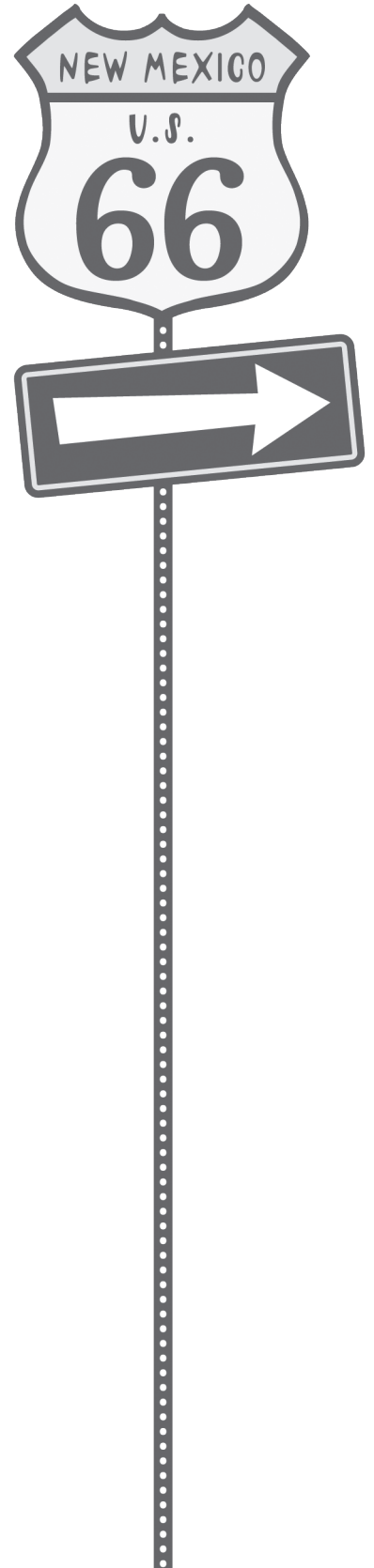
Goals and Commitments

School _____

Contact Person _____

- Existing efforts I/we plan to enhance ...

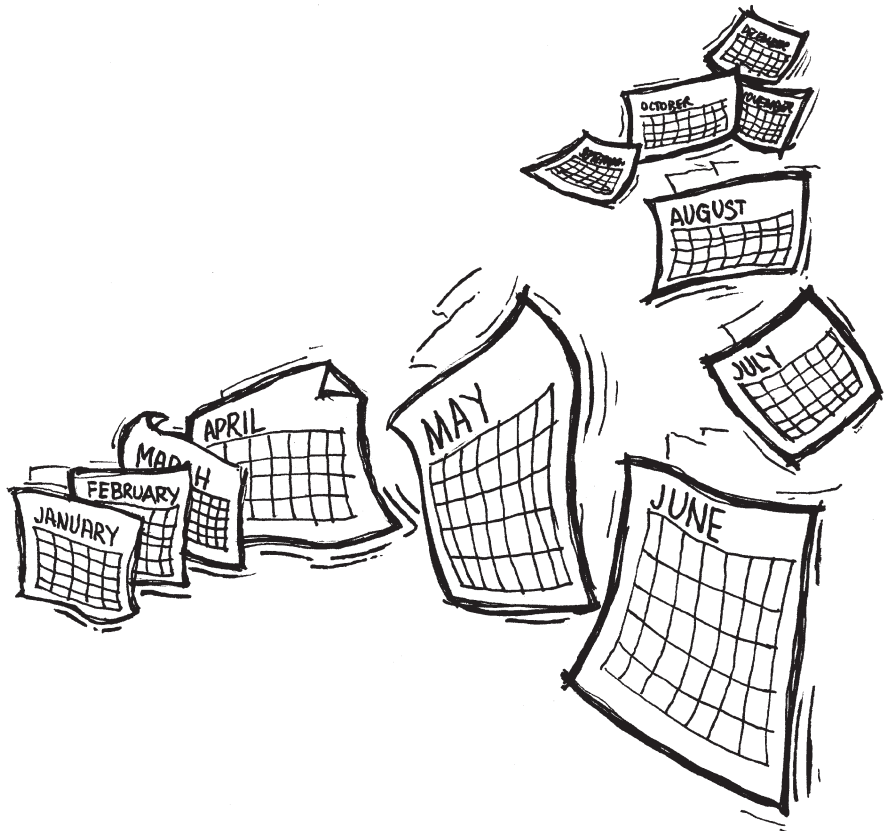
- New PBL ideas/possibilities I/we plan to explore ...



- Strategies for involving additional staff members . . .

- Agencies/organizations with whom I/we would like to collaborate . . .

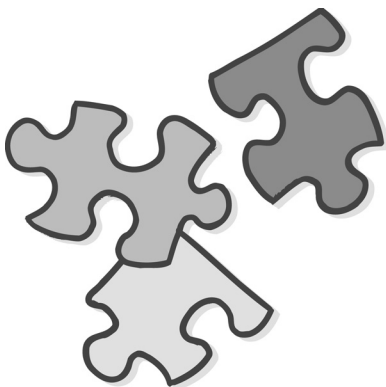
- Resources/support/assistance I/we need . . .



Reflection Guide - Day 2

- What have I learned today?

- What has moved me/resonated with me?



Project Based Learning Workshop Series
Gadsden Independent School District: August 28-29, 2014

Grade Level _____

Please rate the following by circling the appropriate number:

	VERY HELPFUL				NOT HELPFUL
1. Workshop Content (overall)					
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:					

2. Workshop Process (overall)					
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:					

3. Presenters (overall)					
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 the Gadsden Independent School District, we thank you for your participation in this workshop series.