Project Planning Notes

Topic:

Goal(s):

Investigation:

Driving Question:

Entry Event(s):

Planning and Preparation:

Content Standards/Curriculum Connections:

21st Century Skills:

Action and Authentic Product(s)/Services:

Authentic Audience(s)/Demonstration/Celebration:

Reflection:

Plan for Groups/Teams:
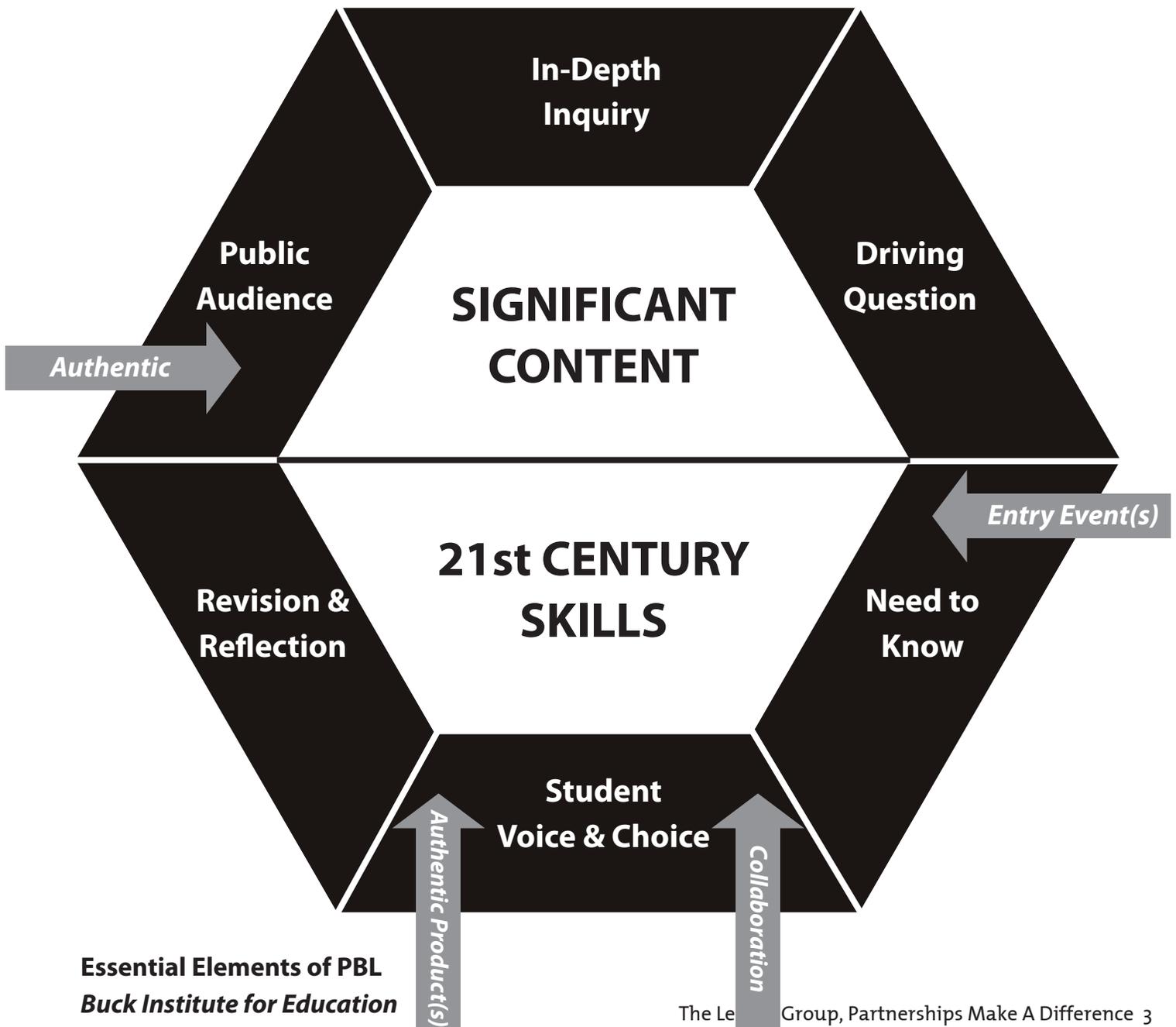
Technology as Tool(s):

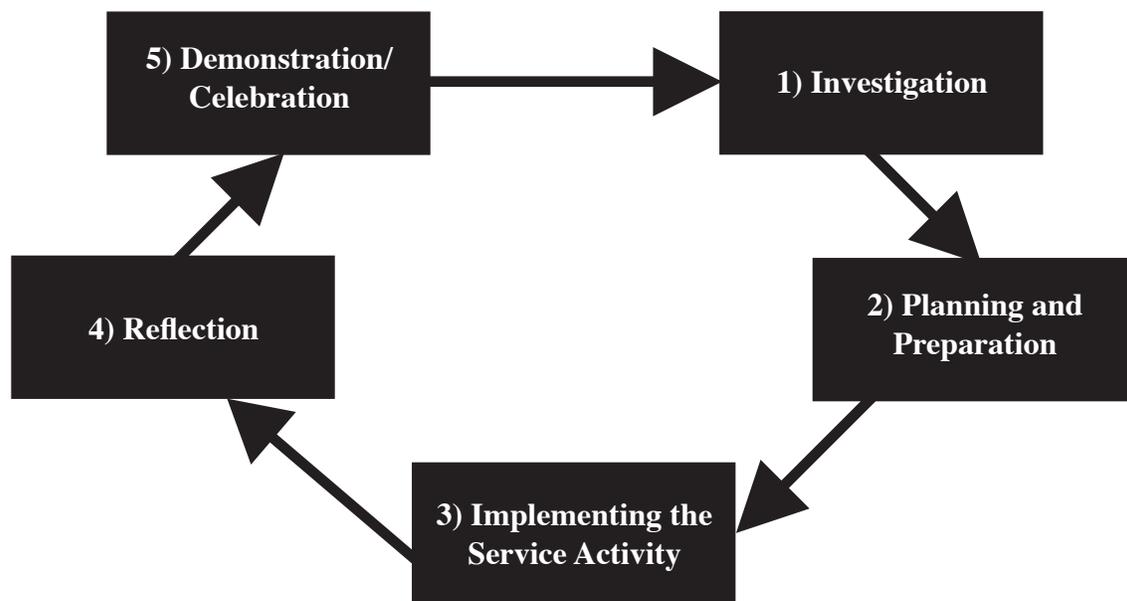**Multiple Intelligences:**

Assessment Plan:

PBL Definition

Project Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal.

PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

In-Depth Inquiry

Public Audience

SIGNIFICANT CONTENT

Driving Question

Authentic

Entry Event(s)

Revision & Reflection

21st CENTURY SKILLS

Need to Know

Student Voice & Choice

Authentic Product(s)

Collaboration

Essential Elements of PBL
Buck Institute for Education

K-12 Service-Learning Project Planning Toolkit
Service-learning: An Overview

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5) Demonstration/     →     1) Investigation
   Celebration
                            2) Planning and
4) Reflection                  Preparation

        3) Implementing the
           Service Activity
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A typical service-learning project includes five components:

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.

2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.

3. **Action (Implementing the Service Activity):** The "heart" of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.

4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and

5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction. These components are the building blocks of any service-learning project.

PBL PLANNING PRIMER

Where do ideas come from???
Starting Points…

✔ Standards
✔ Community needs/issues
✔ What people do in the world of work
✔ Students' interests
✔ Previous projects (see list of helpful websites)

What's this all about??? Why are we doing this???
Characteristics of an Effective Driving Question (DQ)

✔ "Snapshot" of the project
✔ Interesting, intriguing
✔ Open-ended and/or complex—no simple yes/no answer
✔ Compelling—creates a need to know/learn significant content and skills
✔ Authentic—focuses on a real issue, problem or challenge whenever possible (local context may add further value/appeal)

Types of DQs

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?

Problem-Solving (answered by offering a reasonable solution): 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?

Why should I care???
"The Hook"… Examples of Entry Events

✔ Real or fictitious correspondence: letter, memo, email presenting a need/challenge
✔ Discussion of specific issue or event (current or historical)
✔ Website review/research
✔ Guest speaker
✔ Video/film clip
✔ Field trip
✔ Simulation or reenactment
✔ Demonstration or activity
✔ Provocative/motivating literature selection
✔ Startling statistics
✔ Photographs, songs, works of art

What can we do???
Types of Culminating Products

Written Products: research report, narrative, letter, poster, brief, proposal, poem, outline, brochure, biography, autobiography, essay, book review, news story, short story, editorial, script

Presentation Products: speech, debate, play, song/lyric, musical piece, dance, oral report, panel discussion, dramatic reenactment, newscast, discussion, data display (e.g., chart, graph, statistical representation), exhibition of products

Technological Products: computer database, computer graphic, computer program, website, graphic presentation, flow chart

Media Products: audio recording, slide show, video, drawing, painting, collage, sculpture, map, scrapbook, oral history, photo essay or album

Construction Products: physical model, consumer product, system, machine, scientific instrument, finished structure (e.g., greenhouse, playground equipment), museum exhibit

Planning Products: proposal, estimate, bid, blueprint, flow chart, timeline

How can I make this work???
Tips for Planning and Managing Your Project

✔ Keep it real! The more authentic, the better. Think about how your students can "make a difference" through the work they do, the products they create, and the "audience" and/or clients they reach.

✔ Consider using planning and management tools like those developed by BIE and other PBL organizations. Or, if you prefer, design your own tools for designing and monitoring your project.

✔ Plan with the end in mind. ("Backwards Design", Wiggins and McTigue)
   1) Identify the desired results
   2) Determine acceptable evidence
   3) Plan learning experiences and instruction

✔ Build/nurture a culture of inquiry, research, critical thinking/problem solving, individual responsibility, collaboration/teamwork, revision and reflection, constructive critique, effective communication/presentation, and innovation/creativity.

Your students may need help in these areas. How can you provide practice and support?

✔ What will your students need to know and be able to do in order to successfully fulfill their roles in this project? How can you provide appropriate resources, scaffolding, and support? How will their learning process be connected to specific curriculum standards?

✔ Choose curriculum standards that require more in-depth understanding and/or authentic application—for example, those that require them to analyze, compare, apply, plan, conduct, persuade, reflect, evaluate, read/write/speak for a purpose.

✔ Think about various ways to help students build their knowledge and skills. Remember, we are working on in-depth inquiry, critical thinking/problem-solving, collaboration, and communication skills, and we are trying to provide authentic experiences. So how can students learn both independently and together? How might you utilize outside experts and community members?

✔ Consider the use of mentor texts and/or exemplars to help your students design and complete their products.

✔ Decide what documents and resources you need to give students at the beginning of the project and/or at other points along the way. Examples include: team roster, project calendar, rubrics/assessments, templates for contracts and progress reports, presentation/exhibition schedule, resource list, etc.

✔ Think about the specific roles and responsibilities of the teams you designate, as well as the roles of individual team members. There are many ways this can work, but students will need your guidance and direction. As part of your plan, you may want one member of each team to be part of your "project management team" so that you can more easily monitor how each group is doing along the way.

✔ Help your students "hold their thinking" and track their progress as the project evolves. What strategies/tools can help you do this?

   Need to Know lists
   KWL charts
   Anchor charts
   Graphic organizers
   Word walls
   Concept maps
   Guided journals
   Research notebooks
   Folders

✔ Plan carefully for both formative and summative assessment, and consider the use of rubrics as part of your plan. Assessment should be a blend of constructive self-evaluation, peer evaluation, and teacher evaluation.

✔ Have students show you/turn in "checkpoint products" or other evidence of progress at specific intervals during your project. This will help you make sure they are on track.

✔ Be sure to communicate with parents before, during, and after the project! Include information about assessment so that they won't be surprised.

✔ Plan carefully for your culminating presentation/exhibition event, and let students assume significant ownership/leadership for this process. Will your students need to practice their

presentation skills, and if so, how will you ensure that this happens before your culminating event?

✔   Save time to debrief and celebrate at the end of your project!

So…What should success look like in PBL?

Authentic!

Rigor, relevance and relationships

21st Century Skills in action

Standards met or exceeded

"Truer, deeper learning"

Thinking grows over time.

Students do the work of real people.

They learn important content and skills.

They learn more about themselves.

They become "experts."

They're passionate and engaged.

They assume ownership/leadership.

They feel proud and successful.

They collaborate and communicate effectively.

They "make a difference" in some way.

Their work and products matter to an "authentic audience."

Some portions adapted from the Buck Institute for Education