



"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 3: June 10, 2015

Transition: Reflections on Day 2

Progress, Possibilities, Needs, and Questions

An Important Conversation

What Does It Mean To Be Truly Educated?

Reinforcing Video: *Elementary Students in Austin*

Assessment and Scaffolding

Video Case Studies: Revisiting Key Elements of PBL and Service-Learning

(Elementary Grandpals Project and Middle School Restaurant Project)

Small Group Assignments:

- (1) **Authentic Products/Services/Audiences:** What were students responsible for accomplishing/creating? Who needed this resource? Who might be inspired to take action because of it? What additional products/services might have been a good fit?
- (2) **In-Depth Inquiry/Investigation:** What were students becoming "experts" about? Why did they care about their inquiry?
- (3) **Scaffolding:** What knowledge and skills did students need to acquire to successfully complete the project? What support did the teacher provide to ensure the necessary learning and skill development?
- (4) **Entry Events:** How did the teacher "hook" the students' interest and build emotional engagement/commitment? What other strategies can you envision in this regard?
- (5) **Student Voice and Choice:** What evidence do you see of student ownership and initiative? What choices do you think students had throughout the project? What other possibilities can you envision?
- (6) **Revision and Reflection:** What types of revision and reflection do you think occurred? If this were your project, what other strategies might you use?
- (7) **Assessment:** How do you think the teacher assessed student perfor-

mance for the project? If this were your project, how might you define and measure “success”?

Large Group Discussion:

- (1) Highlights from Each Team
- (2) Driving Questions
- (3) Rewards and Challenges

Building Our Learning About Technology Tools

Becoming a Digital Educator . . . Authentic Applications for PBL/SL
What’s the “Head Fake”?

Dreamtown

Individual/Small Group Work Time



High Quality PBL is characterized by:

- entry events that capture students’ interest and motivation
- in-depth inquiry/research through which students become “experts”
- clear connections to the curriculum (often interdisciplinary)
- clear connections to 21st Century Skills (“life enhancing,” real-world competencies, including communication, collaboration, critical thinking, and creativity)
- design of authentic products/services for authentic audiences/clients
- opportunities to revise/refine these products/services to achieve high quality
- opportunities for student voice and choice
- use of multiple intelligences

-- Developed at Zuni (NM) PBL training



WHAT IS

truly educated



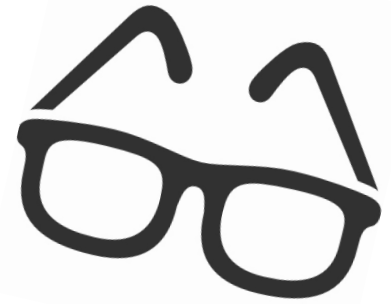
PBL ASSESSMENT PLANNING MATRIX

Assessment	Informal	Formal	Formative	Summative	Self	Peer	Teacher	Process	Product
Letter to Fabric Company									
▪ Draft of this letter									
▪ Mini-Lesson on Capital Letters									
Illustration of Square Inches, Feet, and Yards									
Calculate Area & Perimeter									
▪ Measurement Test									
▪ Group Process Skills									
Oral Histories at Newark for Timeline to Display Historical Events									
▪ Interviewing Skills									
▪									
▪									
▪									
▪									
▪									
YOUR IDEAS FOR ASSESSMENT FOR YOUR PROJECT									

WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

WRONG ANSWERS	RIGHT ANSWERS
• MAKE PREZIS	• RAISE AWARENESS
• START BLOGS	• START CONVERSATIONS
• CREATE WORDLES	• FIND ANSWERS (TO <u>THEIR</u> QUESTIONS)
• PUBLISH ANIMOTOS	• JOIN PARTNERS
• DESIGN FLIPCHARTS	• CHANGE MINDS
• PRODUCE VIDEOS	• MAKE A DIFFERENCE
• POST TO EDMODO	• TAKE ACTION
• USE WHITEBOARD	• DRIVE CHANGE
• DEVELOP APPS	

TECHNOLOGY IS A TOOL, NOT A LEARNING OUTCOME.



What technology skills/standards do we want students to master?

What other curriculum standards are we trying to master?

2 FOR 1

COUPONS

How can we cover more than one standard/goal?

Becoming a Digital Educator . . . Authentic Applications for PBL/SL

In groups of 3-4, you will become one of the “expert” teams that explores how a particular technology tool/application can be used for a variety of purposes in PBL/SL while meeting specific Common Core standards for technology and other curricular areas. As a team, choose one of the PBL/SL projects one of your team members is currently planning and find out everything you can in 20 minutes about your assigned tool/application and how you might use it to enhance your project. Finally, select one team member to share your findings to the whole group (3-5 minutes).



Team 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. *Apply existing knowledge to generate new ideas, products, or processes*
- b. *Create original works as a means of personal or group expression*
- c. *Use models and simulations to explore complex systems and issues*
- d. *Identify trends and forecast possibilities*

Tool/Application: Animoto

Research: <https://animoto.com/education/classroom>

Hint: Watch the “Civil Rights Presentation” found at the bottom of the Animoto web page.

1. What is the purpose of this tool/application?
2. How do you access it? Is there a cost?
3. What are some ways your students could authentically use this tool/application as a part of a PBL/SL project? Could it be used as part of investigation, entry event, preparation, an authentic product, reflection, demonstration/celebration, or assessment? (it might be used for more than one purpose.) Be as specific as possible.
4. If applicable, who might be the authentic audience?
5. What’s the “2 for 1” pay-off?
6. Can you identify another tool/application that could be used to master this standard?

Team 2: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes*
- b. Create original works as a means of personal or group expression*
- c. Use models and simulations to explore complex systems and issues*
- d. Identify trends and forecast possibilities*

Tool/Application: Narrable

Research: <http://learn.narrable.com>

Hint: Read . . . http://www.educationworld.com/a_tech/narrable-classroom-activity-ideas.shtml

1. What is the purpose of this tool/application?
2. How do you access it? Is there a cost?
3. What are some ways your students could authentically use this tool/application as a part of a PBL/SL project? Could it be used as part of investigation, entry event, preparation, an authentic product, reflection, demonstration/celebration, or assessment? (it might be used for more than one purpose.) Be as specific as possible.
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5. What's the "2 for 1" pay-off?
6. Can you identify another tool/application that could be used to master this standard?

Team 3: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media*
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats*
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures*
- d. Contribute to project teams to produce original works or solve problems*

Tool/Application: Weebly

Research: <https://education.weebly.com/>

Hint: Read . . . <http://mofbartaction.weebly.com>

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2. How do you access it? Is there a cost?

3. What are some ways your students could authentically use this tool/application as a part of a PBL/SL project? Could it be used as part of investigation, entry event, preparation, an authentic product, reflection, demonstration/celebration, or assessment? (it might be used for more than one purpose.) Be as specific as possible.
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Team 4: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media*
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats*
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures*
- d. Contribute to project teams to produce original works or solve problems*

Tool/Application: Quizlet

Research: <http://quizlet.com>

Hint: <http://quizlet.com/19635456/hungerhomelessnesspoverty-word-study-flash-cards/>

1. What is the purpose of this tool/application?
2. How do you access it? Is there a cost?
3. What are some ways your students could authentically use this tool/application as a part of a PBL/SL project? Could it be used as part of investigation, entry event, preparation, an authentic product, reflection, demonstration/celebration, or assessment? (it might be used for more than one purpose.) Be as specific as possible.
4. If applicable, who might be the authentic audience?
5. What's the "2 for 1" pay-off?
6. Can you identify another tool/application that could be used to master this standard?

Team 5: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation*
- b. Plan and manage activities to develop a solution or complete a project*

- c. Collect and analyze data to identify solutions and/or make informed decisions*
- d. Use multiple processes and diverse perspectives to explore alternative solutions*

Tool/Application: Survey Monkey

Research: www.surveymonkey.com

1. What is the purpose of this tool/application?
2. How do you access it? Is there a cost?
3. What are some ways your students could authentically use this tool/application as a part of a PBL/SL project? Could it be used as part of investigation, entry event, preparation, an authentic product, reflection, demonstration/celebration, or assessment? (it might be used for more than one purpose.) Be as specific as possible.
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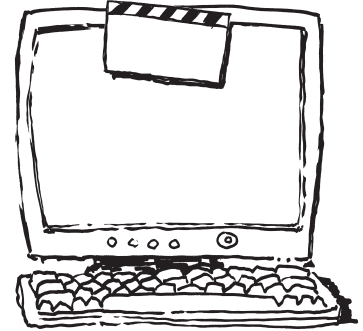
Demonstrating 21st Century Skills . . .

Doing the Work of Real People

STUDENTS

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

- Skype
- FaceTime
- Google Hangout
- Oovoo
- Email
- Internet
- Photo Sphere
- Quizlet
- Survey Monkey
- Survey Forms



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)

- Google Docs
- Google Calendar
- Dropbox
- Wikispaces
- Spreadsheets
- Graphing software
- Project Foundry

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
- Photo Sphere
- Google Slides
- Xtranormal
- Glogster

Storybird
Prezi
Voicethread
Sliderocket
Wordle
Edublog
Google Apps
Kidblog
Weebly
Wix
Blogge
Digital portfolio
Kidsvid.4teachers
Youtube
Amazon
Lulu

TEACHERS

Managing Your Project

Assessing Your Project/Students

Collaborating with Colleagues

Thinkquest
Polleverywhere
Dropbox
Edmodo
Class website
Project blog
Wiki
Classroom20
Twitter
Google Forms



Dreamtown



Directions for today: Using the materials provided, design your group's "Dreamtown." Your map/concept drawing should include:

- Places that address **critical issues/needs**
- Places that **enhance wellness**
- A place designated by each group member -- "**just because**"
-- non-negotiable

Please consider the overall layout of your community.

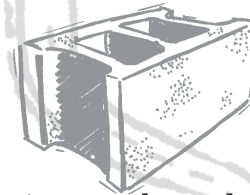
- What's at the **center**?
- How do you ensure **accessibility** of various features?
- What makes your "Dreamtown" **special or distinctive**?



This activity contains the following steps (time can be lengthened based on your situation):

Time

Activity



2-3 minutes

3-4 minutes

7-10 minutes

20-25 minutes

7-8 minutes (optional)

10-15 minutes

- Introduction
- Individual jotting re: places/buildings/features to include
- Small group "quick share" to generate master list of possibilities (individuals rapidly share one-two items at a time until all "new" entries are recorded)
- Discussion of potential layout/placement ideas -- what could/should go where?
- Sketching on smaller sheet (optional)
- Drawing/coloring on larger sheet(s)
- Sharing with adjacent group(s)
- * Large-group de-briefing re: implications and possible "next steps"



Topic/Issue/Service Focus: Who needs our help? What issue needs our attention? What topic is worth investigating in depth?

