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

Session 5: June 12, 2015

Transition: Reflections on Day 4

I learned/worked on/wondered . . .

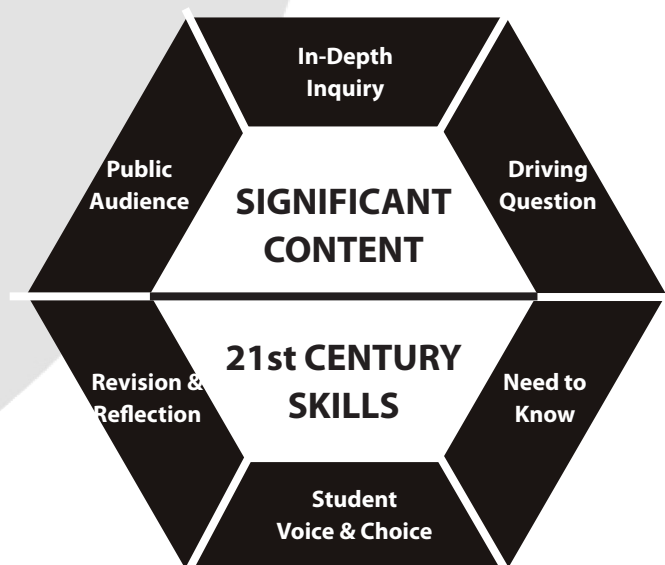
Project Sharing/Presentations

A Very Special PBL Teacher: Video Segment

Legacy Quilt

Next Steps—Envisioning the Future and Making It Happen

Closure and Evaluation



CALLING CARDS

“Mini-Mission Statements” that Reflect Our Legacies

DIRECTIONS:

Each phrase below reflects a career/life theme that many interviewees expressed as part of career development research by Leider and Shapiro.

Step 1: Put a check mark beside each phrase that describes something you naturally enjoy, value and do fairly well. If you feel that an important phrase is missing from the list, go ahead and add it.

Step 2: Choosing from the items you have marked, circle the 3-5 phrases that are most descriptive of and important to you.

Step 3: (Optional) Choosing from the circled items, put a star beside the 1-2 phrases you would consider most fitting/important as part of your legacy.

Building Things

Fixing Things

Growing Things

Making Things Work

Shaping Environments

Solving Problems

Working with Numbers

Getting Things Right

Operating Things

Organizing Things

Processing Things

Straightening Things Up or Out

Developing Plans of Action

Managing Resources

Advancing Ideas

Analyzing Information

Discovering Resources

Investigating Things

Getting to the Heart of Matters

Making Connections

Putting the Pieces Together

Researching Things

Translating Things

Bringing Out Potential

Empowering Others

Exploring the Way

Making Deals/Completing

Transactions

Managing Things

Opening Doors

Persuading People

Selling Intangibles

Starting Things

Awakening Spirit

Bringing Joy

Building Relationships

Creating Dialogue

Creating Trust

Facilitating Change

Getting Participation

Giving Care

Healing Wounds

Helping Overcome Obstacles

Instructing People

Resolving Disputes

Building Community/Bringing

People Together

Caring for the World

Adding Humor

Breaking Molds

Creating Things

Composing Themes

Designing Things

Moving Through Space

Giving Performances

Seeing Possibilities

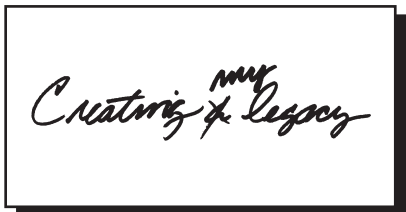
Seeing the Big Picture

Writing Things

Contributing to Culture

Reflecting on Deeper Meanings

Additional Phrases (Optional)



NAME	PROJECT HIGHLIGHTS

PROJECT HIGHLIGHTS							
NAME							

NAME	PROJECT HIGHLIGHTS

NAME	PROJECT HIGHLIGHTS

NAME	PROJECT HIGHLIGHTS

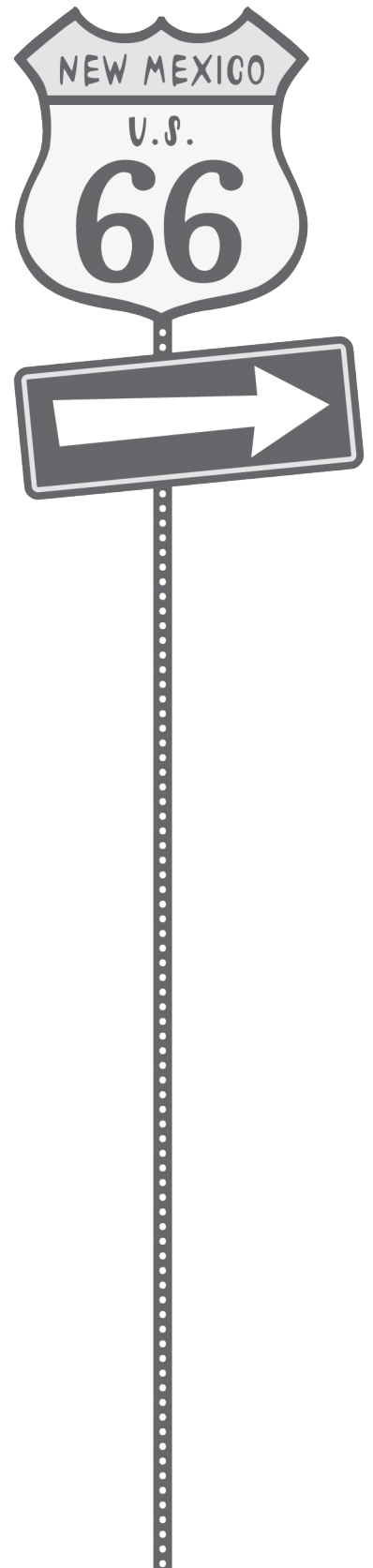
Goals and Commitments

School _____

Contact Person _____

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

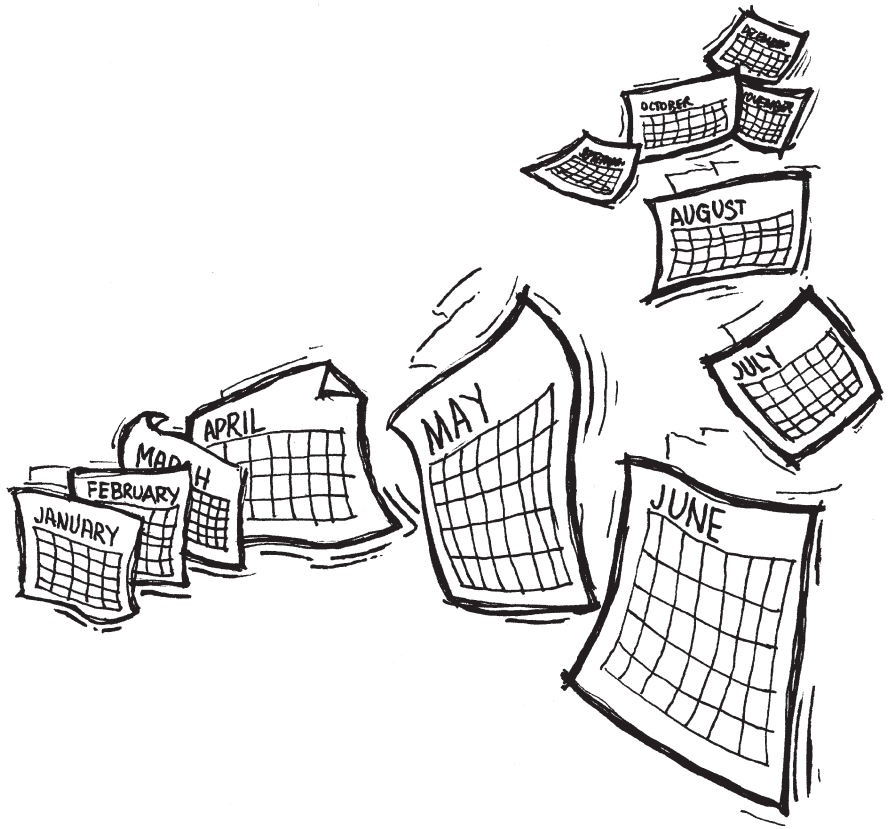
- New PBL ideas/possibilities I/we plan to explore . . .



- Strategies for involving additional staff members . . .

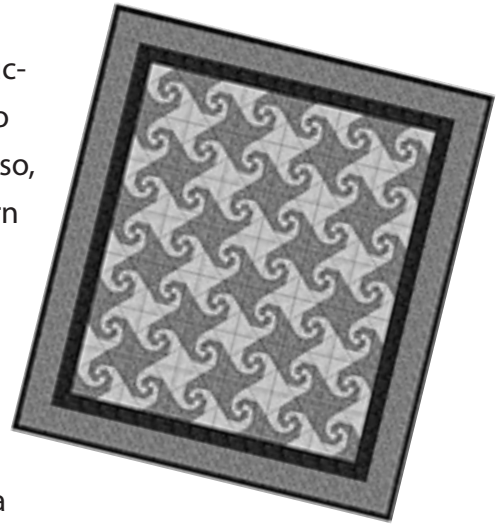
- Agencies/organizations with whom I/we would like to collaborate . . .

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



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.



Final Reflection Questions

Sometime soon, please reflect on the following questions ...

What was one of your childhood dreams? What connection(s) do you see between the content and “spirit” of that dream and “who you are now”?



Identify 1-2 professional projects or accomplishments that have brought you a special sense of pride/fulfillment. Why do these experiences stand out?

Identify 2-3 “messages” that you feel strongly about conveying to your students and others. Why are these ideas/values important to you?

What type of “reflection product” can you imagine creating as a lasting representation of the items above and/or other aspects of “what you stand for”? Feel free to identify more than one possible product.





Role of the Student in PBL

- “Doing the work of real people” through PBL means that students become “more than students.” They become scientists, writers, artists, mathematicians, etc. They become active investigators, problem solvers, and advocates. They may create new knowledge and share it with others. In many cases, “the student becomes the teacher” as part of PBL.
- In PBL, students are no longer passive “recipients” of learning. Instead, they are at the center of instruction and are actively engaged in the pursuit of goals that matter and learning that lasts.

-- Developed at Zuni (NM) PBL training



Project-Based Learning Workshop
Gadsden Independent School District: June 8-12, 2015

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:

Regarding your understanding of high quality PBL/service-learning methods and resources, where did you start (prior to the workshop)?

A horizontal line with seven vertical tick marks. Below the line, the text "Very limited understanding" is aligned with the first tick mark, "Moderate understanding" is aligned with the fourth tick mark, and "Thorough understanding" is aligned with the seventh tick mark.

Where are you now?

A horizontal line with seven vertical tick marks. Below the line, the text "Very limited understanding" is aligned with the first tick mark, "Moderate understanding" is aligned with the fourth tick mark, and "Thorough understanding" is aligned with the seventh tick mark.

What aspects of the workshop were most beneficial in promoting your growth and depth of understanding?

What changes/improvements would you suggest?

Would you recommend this workshop to your peers? Why or why not?

Name (optional): _____

On behalf of Partnerships Make A Difference and the Gadsden Independent School District, we thank you for your participation in this workshop series.