



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

Project Based Learning/Service-Learning: Learning that Lasts! *Exploring the What, Why & How of PBL and SL*

Session 5: November 9, 2015

Transition from Our Last Time Together

Welcome and Re-introductions (Highlights so far)

Since We Last Met . . . Reflections on *"The Last Lecture"*

Elevator Speeches

Reinforcement of "Driving Questions"

Video Case Study #1: *Media Saves the Beach*

Work Time (Individual or Small Group)

Video Case Study #2: *Elementary Courtyard Project*

Peer Support Team Session: Current Status of Your PBL/SL Exploration/Efforts

Where are you currently with your PBL/SL planning/implementation process?

What are you excited about? What concerns/questions do you have? (Use the PBL/SL Project Planning Model as a point of reference. At a minimum, please share your ideas re: project topic, Driving Question(s), entry event(s), authentic product(s), and authentic audience(s).

Large Group Debriefing/Q & A/Useful Resources (including mini-grant sources)

Closing Reflection/Comments/Video

Reflection Questions

Please reflect on the following questions and be ready to share your thoughts in small groups.



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.



Multiple Intelligences and Reflective Activities

Type of Intelligence

Focuses On

Possible Reflective Activities

Verbal-Linguistic



Capacity to use words effectively, to express what is on your mind and to communicate with other people.

Journal
Public speech
Poetry
Press release

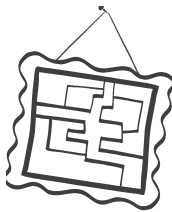
Logical-Mathematical

Capacity to reason well, the way scientist or logician does; or to manipulate numbers the way a mathematician does.

Analysis of statistics
Field-based research
Timeline of events
Charts or graphs



Visual-Spatial



Ability to represent the spatial world visually in your mind, the way a pilot does in the large spatial world or the way a chess player does in a more circumscribed world.

Photo, slide, or video essay
Sculpture
Scrapbook
Drawing, collage, painting
Map of service site

Bodily-Kinesthetic



Expertise in using one's whole body to express ideas and feelings. The most evident examples are people in athletics or the performing arts, particularly dance and acting.

Construction project
Dance performance
Skit or scene from the project
Theater production

Musical

Capacity to perceive, discriminate, transform and express musical forms.



Songs which focus on the project
Music that reflects theme and feelings
Re-creation of sounds of project

Interpersonal



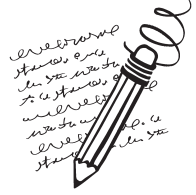
Ability to perceive and make distinctions in the moods, intentions, motivations and feelings of others.

Pair or small group sharing
Conference presentation
Service training for others

Intrapersonal

Ability to understand yourself, to know who you are, what you can do, what you want to do, how you react to things, which things you avoid, and which things you gravitate toward.

Journal
Self-assessment
Progress chart
Learning log
Poetry



Naturalist



Capacity to classify and discriminate among living things (plants, animals), as well as sensitivity to other features of the natural world.

Reflection session outdoors
List of ways your project improved the planet
Comparison of project to a part of nature
Classification of project outcomes, challenges, etc.

Existential



Ability to ponder the “big questions” and engage others in this quest; a strong sense of caring for/ concern about the world in a global sense.

Journal
Philosophical essay, poetry, artwork or music
Motivational speech or sermon



Adapted from the work of Howard Gardner, Ph.D., Thomas Armstrong, Ph.D. and L. Richard Bradley, Ph.D.

PBL PLANNING PRIMER

Partially adapted from publications of the Buck Institute for Education

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 PBL DQs

Here are some examples of "Driving Questions" that create a "need to know" for Project Based Learning that may or may not include a service-learning focus.

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?

Examples Of PB/SL DQs

When designing "Driving Questions" that create a "need to know" while using the PBL/SL Project Planning Model developed by Partnerships Make A Difference (see page 154), there is an emphasis on both an "Inquiry" question ("What is . . .") and an "Action" question ("How can we . . ."). Look at the questions on the preceding page and compare them to the following questions.

- **What is** hunger and **how can we** raise awareness and take action regarding childhood hunger?
- **What is** diversity and **how can we** create a work of art/piece of media to educate others in the community about other cultures?
- **What is** equality? **How can we** ensure that every person in our school has an equal voice?
- **What is** needed in the play area of preschoolers? **How can we** create fun and educational seating areas for them?

Video Case Study

Small Group Assignments:

(1) **Investigation/Inquiry—"Exploring Possibilities"**: What were students becoming "experts" about? Why did they care about their inquiry? What "entry events" did the teacher use to "hook" the students' interest and build emotional engagement/commitment? What other strategies can you envision in this regard?

(2) **Preparation/Planning—"Becoming Experts"**: What knowledge and skills did students need to acquire to successfully complete the project? What scaffolding/support did the teacher provide to ensure the necessary learning and skill development? What curriculum connections did you see or could you envision?

(3) **Action—"Doing the Work of Real People"**: What authentic products/services were students responsible for accomplishing/creating? Who benefited from their efforts? What additional products/services might have been a good fit?

(4) **Reflection—"Attaching Meaning"**: What types of reflection and revision do you think occurred? If this were your project, what other strategies might you use?

(5) **Demonstration and Celebration—"Making Learning Visible"**: How did the students demonstrate/celebrate their learning and impact? Who else was involved? What other culminating strategies could you envision if this were your project?

(6) **Student Voice and Choice**: What evidence did you see of student ownership and initiative? What choices do you think students had throughout the project? What other possibilities can you envision?

(7) **Assessment**: How do you think the teacher assessed student performance for the project? If this were your project, how might you define and measure "success"?



HIGH QUALITY SERVICE-LEARNING/ PROJECT BASED LEARNING

A Planning Model

This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.



Demonstration/Celebration "Making Learning Visible"

- Assessment
- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Academic + Social + Emotional Growth = "Learning that Lasts"



Investigation "Exploring Possibilities"

- Project Idea(s)
- Driving Question(s)
- Emotionally Engaging Entry Event(s)
- Need to Know
- Initial Inquiry



Authentic Issue or Need
Compelling Topic or Question
Academic Focus
Curriculum Integration/
Standards

Learning by Doing

21st Century Skills
Multiple Intelligences
Student Voice, Choice,
and Passion
Collaboration/Teamwork
Career Development

Preparation/Planning "Becoming Experts"

- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Community Partners/Mentors
- Logistics

Reflection (ongoing) "Attaching Meaning"

- What? So What? Now What?
- Revision/refinement of products/services as needed
- Truer, deeper learning



Action/Implementation "Doing the Work of Real People"

- Authentic Product(s)/ Service(s) for Authentic Audience(s)/Client(s)
- Categories:
 - Direct Service
 - Education and Awareness
 - Advocacy
 - Philanthropy/Fundraising



Definition of High Quality Service-Learning

Source: Corporation for National and Community Service

Service-learning is a method of teaching and learning that **connects classroom lessons with meaningful service to the community**. Integrated into the academic curriculum, **service-learning helps students and schools meet academic goals**. Service-learning **enables young people to apply their knowledge in support of their neighbors and community**, even as they gain knowledge and skills from meeting real community needs. **Students build character and become active citizens** as they work with others in their school or community to create service projects in areas like education, public safety, and the environment. [Note: Service-Learning is a form of Project Based Learning.]

Definition of Project Based Learning

Source: Buck Institute for Education

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.



Partnerships Make A Difference

Service-Learning/PBL Project Planning Notes

Download: <http://www.partnershipsmakeadifference.org/gadsden-2015-2016.html>

Theme/Topic _____

Brainstorming Team Members _____

THE BIG IDEA

Issue/Service Focus: *Who needs our help? What issue needs our attention?*

Learning/Academic Focus: *What will we be learning about? What could our "Driving/Essential Question" be? How will this service-learning project connect to your curriculum goals/content standards? What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?*

Project Idea: *What can we do to address the identified need/issue? What community partner(s) might be involved? What opportunities could be provided for student "voice" and "choice"?*

POTENTIAL STRATEGIES/IDEAS FOR EACH STAGE OF YOUR SERVICE-LEARNING PROJECT

Entry Event(s)—"sets the stage" and inspires student engagement in the project

Investigation/Inquiry—"Exploring Possibilities"—helps kids identify potential topics and become emotionally engaged

Preparation/Planning—"Becoming Experts"—includes further research, necessary knowledge and skill development, project schedule/logistics, and scaffolding (facilitated by the teacher as needed)

Action—"Doing the Work of Real People" . . .

Authentic Product(s)/Service(s)—identifies "important stuff" that kids will create and/or accomplish

Authentic Audience(s)/Client(s)—identifies who else will be part of/become aware of/benefit from the students' efforts

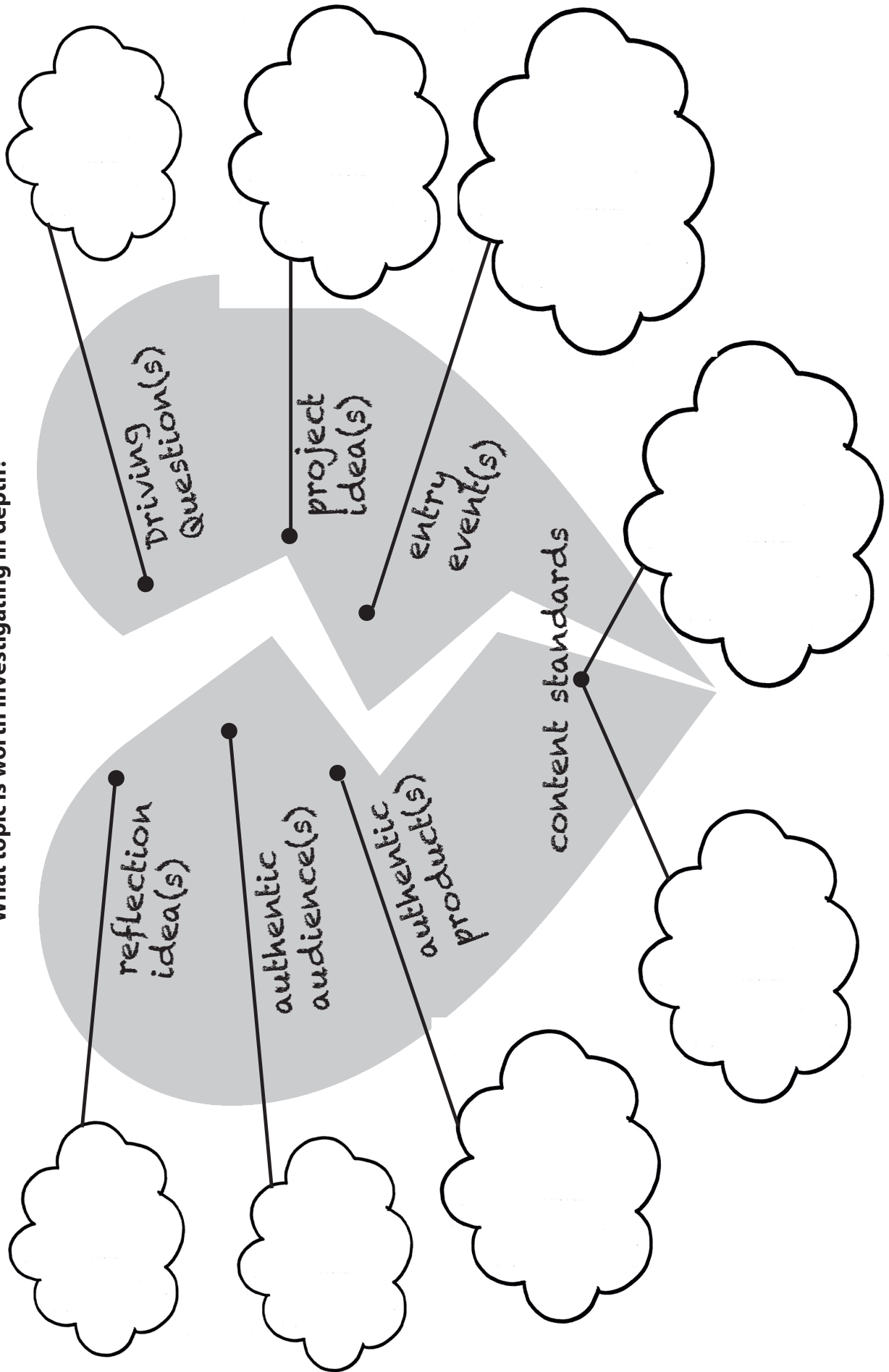
Reflection—"Attaching Meaning"—extends the learning by helping students attach individual and collective meaning to their experiences. *What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?*

Demonstration and Celebration—"Making Learning Visible"—makes learning visible, reinforces relationships, and "captures the magic of the project" by documenting the process, its outcomes, and related next steps

Topic/Issue/Service Focus:

Who needs our help? What issue needs our attention?

What topic is worth investigating in depth?



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 40 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.

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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" Network utilizes service-learning/Project Based 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/PBL practitioners" fosters effective partnerships among schools, community agencies/organizations, higher education partners, and philanthropic sponsors so that desired results can be achieved over time.

