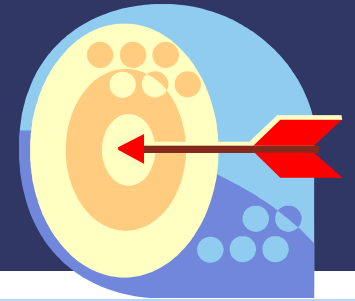


COLLEGE AND CAREER READINESS THROUGH PROJECT BASED LEARNING



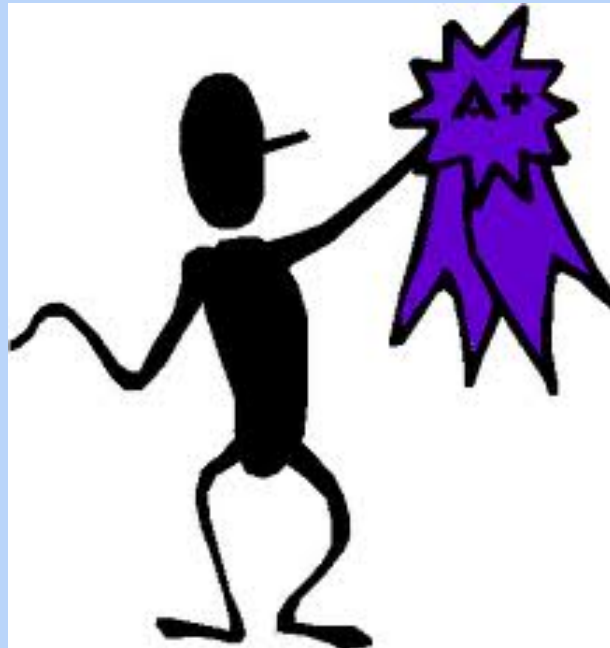
TODAY'S OBJECTIVES



- **Understand the role of Project Based Learning (PBL) as an effective instructional strategy.**
 - **Understand the differences between ‘projects’ and Project Based Learning.**
 - **Understand essential elements of PBL**
 - **Practice generating topic ideas**
 - **Understand connections between PBL and Linked Learning**

ASSESSMENT BRAINSTORM

What's the best academic experience you've ever had and why?

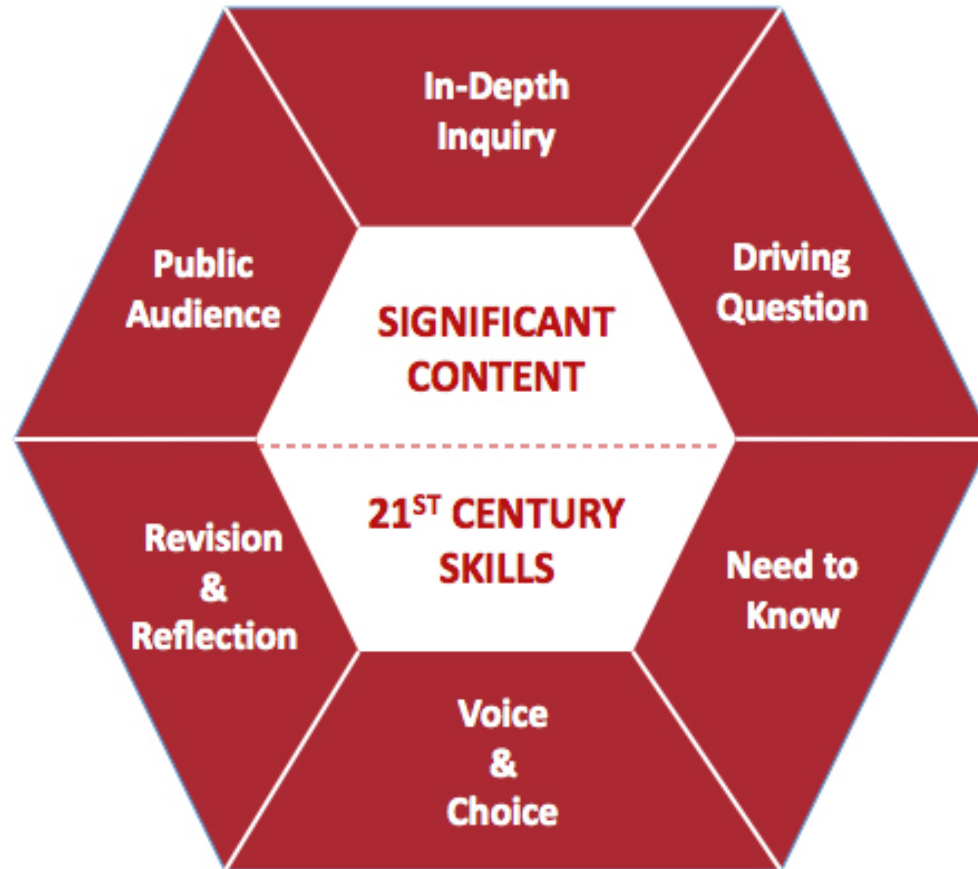


THE MAIN COURSE, NOT DESSERT



- 1. Read the article and annotate new learnings**
- 2. As a group, discuss and complete Info Boxes activity**
- 3. Go back to your best academic experience and decide whether it was a 'dessert' or the 'main course'**

PROJECT BASED LEARNING



FOCUS ON SIGNIFICANT CONTENT

■ Students:

- Understand the content more deeply
- Find relevance in their own lives
- Master and retain content more effectively

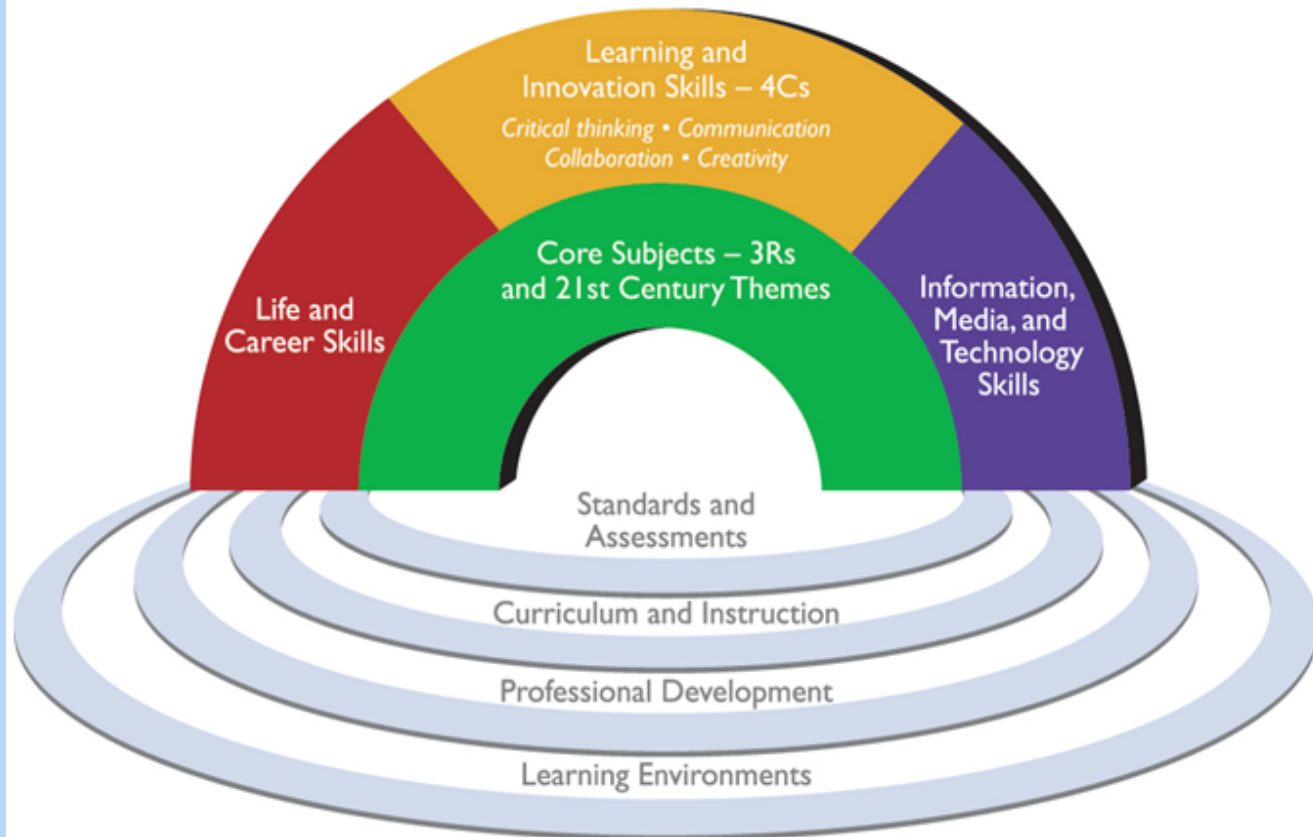


■ Teachers

- Derive content from standards
- Identify essential learnings of the topic
- Focus on depth rather than breadth

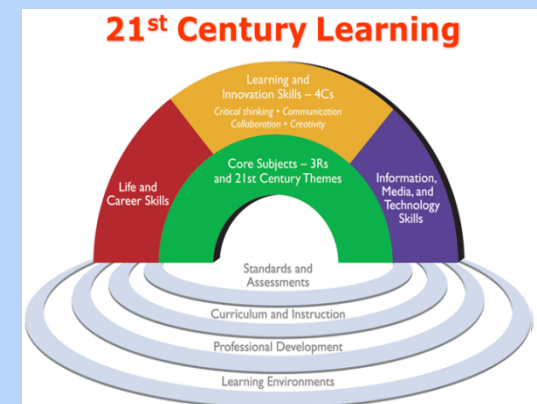
21ST CENTURY SKILLS

21st Century Learning



21ST CENTURY SKILLS

- Project provides opportunities to build 4 Cs, technology, and life skills
- Project is purpose driven
- Project provides opportunities for students to assess themselves

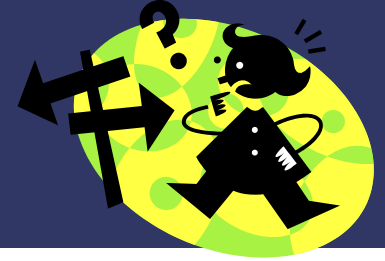


IN-DEPTH INQUIRY

- Projects begin with student questions
- Leads students to research and discovery
- Students ask own questions and are able to draw conclusions
- Projects allow for new innovation in finding solutions



ESSENTIAL QUESTION



■ Characteristics:

- Captures the heart of the project
- Inspires students and gives sense of purpose and challenge
- Allows for more than one reasonable complex answer (open-ended)
- Speaks to learning objective

■ Types:

- Abstract: When is war justified?
- Concrete: Is our water safe to drink?
- Focused on Problem Solving: How can we improve this website so more people will use it?

A NEED TO KNOW: ENTRY EVENT

- **Launching with an initial event that:**
 - **Activates students' need to know content**
 - **Engages students' interest and curiosity**
 - **Poses questions and opens possibilities**



- **Examples:**
 - **Video**
 - **Lively discussion**
 - **Guest speaker**
 - **Field trip**
 - **Piece of correspondence**
 - **Demonstration**
 - **Art: photographs, music, etc.**

VOICE AND CHOICE



- **Students have opportunities to express voice and choice on important matters:**
 - Topics to study
 - Questions asked
 - Text and resources used
 - Products created
 - Use of time
 - Organization of task

- **Teachers**
 - allow students opportunities to take significant responsibility and work independently
 - provide guidance and support throughout the process
 - encourage students to grapple with text to find answers

REVISION AND REFLECTION



- In post-secondary work, revision is required to achieve high quality
- Students are taught to use rubrics or other criteria for critiques
- Students constructively critique each others' work in progress
- Students use feedback about the quality of their work to revise and improve it
- Experts or adult mentors can provide feedback

REVISION AND REFLECTION



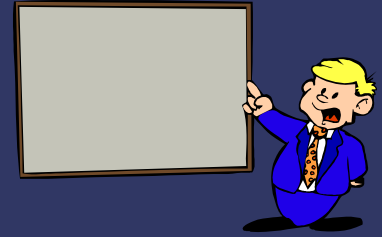
Formative Elements (Analytic/Revision)

- Assessment for Learning
- Support ongoing growth
- Increase achievement
- Diagnose and respond to student needs
- Students about themselves
- Insight to improve performance
- A process during learning

Summative Elements (Holistic/Reflection)

- Assessment of Learning
- Measure status at a point in time
- Document achievement
- Sort students according to achievement
- Others about students
- Grading decisions
- An event after learning

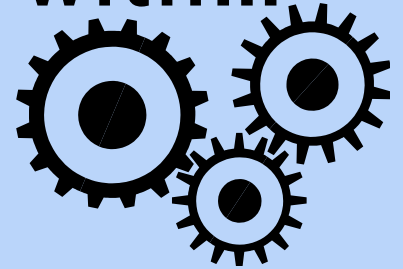
PUBLIC AUDIENCE



- **Students present or exhibit their work to an audience that includes people within and outside the school, including on-line viewers**
- **Students defend work in detail and depth by explaining their choices and process**
- **The audience may offer feedback, ask questions, and/or evaluate students**

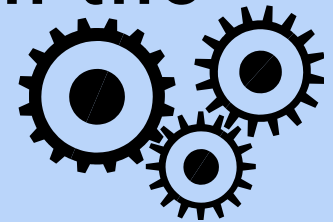
DO I HAVE TO BE A CREATIVE GENIUS?

- **No! Start the wheels turning with...**
 - **The course standards**
 - **Your community**
 - **Relevant and Interesting topics for students**
 - **What's happening in the world outside of school**



DO I HAVE TO BE A CREATIVE GENIUS?

- No! Start the wheels turning with the Linked Learning criteria:
 - 2.5 Instruction and Assessment
 - 2.5.1 Project-/Problem-based approach: Pathway teachers use inquiry-based instruction to engage students in authentic theme-based experiences that require them to integrate knowledge and apply skills from several disciplines.



RESOURCES:

- Buck Institute for Education
<http://www.bie.org/>
- ConnectEd California
<http://www.connectedcalifornia.org/>
- Edutopia
<http://www.edutopia.org/>
- Chappuis, J., R. Stiggins, S. Chappuis, and J. Arter. *Classroom assessment for student learning*. 2nd ed. Upper Saddle River, New Jersey: Pearson Education, Inc., 2012. Print.

EXIT SLIP

