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

SIGNIFICANT CONTENT

21ST CENTURY SKILLS

In-Depth Inquiry
Driving Question
Need to Know
Voice & Choice
Revision & Reflection
Public Audience
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 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
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?
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.
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
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
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
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 form several disciplines.
RESOURCES:

- Buck Institute for Education  
  http://www.bie.org/
- ConnectEd California  
  http://www.connectedcalifornia.org/
- Edutopia  
  http://www.edutopia.org/
EXIT SLIP