

PBL



FOR THE 21ST CENTURY

**“Wiki Quickie”
Review: Planning**

- Curriculum Mapping
- ProjectPlanningForm.03.04.09.doc
- PROJECT PLANNING FORM.doc

**“Wiki Quickie”
Review: Assessment**

- Collaboration
- Peer Collaboration and Work Ethic
- Leadership Skills
- Self Reflection

**“Wiki Quickie”
Review: Assessment**

- BIE Presentation Rubric
- WVDE Presentation Rubric
- Oral Presentation Rubric

MANAGING A PROJECT

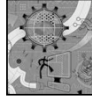
- Building a culture of inquiry & independence
- Beginning the inquiry process
- Managing group collaboration
- Keeping track of student work
- Coaching the inquiry process
- Facilitating presentations to an audience

Classroom culture in PBL

Watch the video from New Brunswick Charter School, and look for:

- Teacher's role: behaviors that promote a culture of inquiry and independence
- Students' role: behaviors that show they are acting in the spirit of inquiry and independence

MANAGING A PROJECT: DAY ONE



- Launch with Entry Event
- Create need-to-know list or set of questions for inquiry
- Announce groups/presentation schedules

Students begin to...

- Hold initial group meetings
- Write group contracts
- Write preliminary task lists
- Complete individual activity logs
- Begin Research, reading, or other content-related work

THE PROJECT PACKET



Things to include

- Project Calendar
- Rubrics and Assessments
- Resource list
- Presentation/exhibition schedule
- Groups/teams roster
- Checklist (due dates and points possible)
- Templates for contracts, task lists, etc.

What to do with the packet

- Make 1 copy per student
- Place packets in clearly marked project center
- Point out their location after the Need to Know activity
- Refer all logistical questions (stuff in the packet) to the project center

Note: If project material is stored online, simply advise students where to find it

Wiki Resources: Management

- [Rules for Collaboration](#)
- [Group Contract 1](#)
- [Group Contract 2](#)
- [Team Contract](#)
- [Task List](#)

MANAGING A PROJECT: CHECKPOINTS

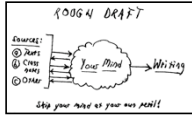
For products:

- rough drafts, concept maps, models, storyboards, plans, proposals, research notes, practice presentations (assess, don't grade)

- opportunities for teacher and peer feedback

For process:

- lists of questions for inquiry
- journals / logs of time & tasks
- resource lists
- ask groups to report / meet with group leaders



MANAGING A PROJECT: GROUP WORK

- Clear criteria: collaboration rubric, contracts, set of expectations / norms
- Practice skills before and during project
- Monitoring style: helicopter vs. predator drone
- Sit with each group occasionally
- Reports from groups / leaders
- Hiring and firing
- Slacker hardball
- Entry and exit plans



MANAGING A PROJECT: PRESENTATIONS

- Arrange schedule, logistics in advance
- Invite audience, plan their role, provide information
- Ask questions to assess content and process
- Individual accountability in groups:
 - require shared presentation duties
 - question each individual (about any part of presentation)
 - play hardball: any student may be asked to do any part of presentation
 - collect reports on who did what work to prepare



MANAGING A PROJECT: PRESENTATIONS



Avoid death-by-repetitive-presentations:

- Varied answers to DQ or solutions to problem
- Differentiate point of view / roles
- Same DQ but use varied texts, places, times, people, cultures, etc.
- Choice of products / ways to present answer to DQ

REFLECT AND PERFECT

- Celebrate success
- Facilitate student self- reflection and self-assessment
- Gather feedback on project design and management
- Use data to remediate and to improve your project
- Collect examples of student work
- Archive your project



REFLECT AND PERFECT

Self and Peer Assessment:

- Set expectations for honesty (improves over time in a culture of PBL)
- Ask for evidence
- Average scores on collaboration rubric
- Let students divide points for their group
- Teacher has last word



REFLECT AND PERFECT



The How:

- Whole group, focus group, small group, individual
- Discussion, survey, journal

The What:

- Content: what was learned (correct misunderstandings); what it means
- Process: how we learned and worked; skills we developed
- The Project: the good, the bad, and the ugly
- Where do we go from here? (future projects, skills to work on, connections to the course / next unit)

CRITICAL — IN A FRIENDLY WAY

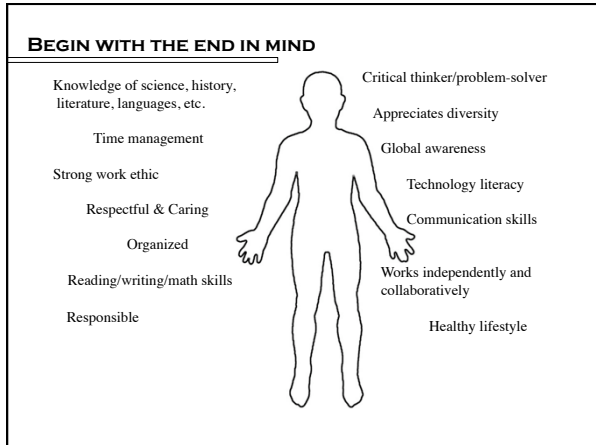
- Group ▪ Report: Group provides project overview, Driving Question, major student products, Entry Event, etc. **7**
- Everyone ▪ Clarifying: Audience asks short, clarifying questions. **3**
- Audience {
 - Good stuff (aprx. 4 minutes): Audience shares what they liked about project.
 - Wondering stuff (aprx. 4 minutes): Audiences shares their concerns and unanswered questions.
 - Next stuff (aprx. 4 minutes): Audience shares their thoughts on resources and improvements.**12**
- Everyone ▪ Reflection: Audience and group talk. **3**

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Criteria for Designing Projects: The Six A's	
Authenticity	Real world, meaningful, appropriate audience
Academic Rigor	Driving question, knowledge/concepts, standards
Applied Learning	Products, self-management skills, communication
Active Exploration	Field-based activities, methods and sources of information, collecting and analyzing data/information,
Adult Connections	Relevant experience/expertise, observe/interview/work alongside
Assessment Practices	Identify disciplinary knowledge/learning goals, products that "present," feedback, self-reflection, culminating exhibition or presentation

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Success in the Knowledge Age: The Seven C's	
Critical Thinking-and-Doing	Problem solving, research, analysis, project management
Creativity	New knowledge creation, "best fit" design solutions, artful storytelling
Collaboration	Cooperation, compromise, consensus, community-building
Cross-Cultural Understanding	Across diverse ethnic, knowledge, and organizational cultures
Communication	Crafting messages and using media/tools effectively
Computing	Effective use of electronic information and knowledge tools
Career and Learning Self-Reliance	Managing change, lifelong learning, and career definition



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Protective Factors	Youth Needs	Resilient Behaviors/ Internal Assets
<ul style="list-style-type: none"> •Caring Relationships •High Expectations •Meaningful Participation 	<ul style="list-style-type: none"> •Safety •Love •Belonging •Respect •Mastery •Challenge •Power •Meaning 	<ul style="list-style-type: none"> •Cooperation •Empathy •Problem-Solving •Self-Efficacy •Self-Awareness •Goals and Aspirations

Source: WestEd.org/hks

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**Rigor
Relevance
Relationships**
