



Project-Based Learning Phase II: Planning and Implementing

Virtual Learning Series
November 2, 2016



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HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Your questions
- Chat box
- Web recording



AGENDA: WHAT TO EXPECT

- Four live webinars
- Interactive sessions
 - Discussion Board: Office hours from 11 AM-12 PM Eastern
 - Podcasts
- Links to Y4Y resources
- Peer networking
- Certificate of Completion
 - Participate in at least 3 of the 4 webinars and complete the online Project-Based Learning Module



Y4Y WEBSITE

<http://Y4Y.ed.gov>



Yo FOR YOUTH Online Professional Learning and Technical Assistance for 21st CCLCs

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Project-Based Learning

Introduction to Project-Based Learning

The introduction provides an overview of project-based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

Implementation Strategies

Find strategies to move project-based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

Coaching My Staff

Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

My Notebook

PROJECT-BASED LEARNING

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

Glossary

PROJECT-BASED LEARNING

Search This Topic

[Show Project-Based Learning Glossary](#)

[View Entire Glossary](#)

POLLS



Please respond to each of the following:

Have you worked on the PBL Learn module?

- Yes No

Have you downloaded resources, watched videos, or connected to external resources on Y4Y this week?

- Yes No

Have you interacted on the discussion board?

- Yes No

Have you listened to the podcast?

- Yes No

SESSION OBJECTIVES



- Review Webinar 2 outcomes
- Define “As”: Applied Learning & Active Exploration
- Define Phase II: Planning & Implementing
- Explore the components of Phase II



WEBINAR 2 REVIEW



YOU FOR YOUTH



- Finished Phase I: Designing and Developing
- Reviewed benefits of project-based learning
- Two “As”: Academic Rigor & Adult Relationships
- Driving Questions
- Opportunities to look at and interact with Y4Y resources
- Network and communicate on the discussion board

SIX **As** OF QUALITY PROJECT-BASED LEARNING



Authenticity

Academic Rigor

Adult Relationships

Appplied Learning

Active Exploration

Assessment

APPLIED LEARNING



Projects should:

- Engage students in solving semi-structured problems
- Allow for the development of “Habits of Mind” and work associated with academic and professional disciplines



HABITS OF MIND



- Persisting
- Managing impulsivity
- Questioning
- Creating, imagining, innovating
- Taking responsible risks
- Finding enjoyment



Image credit: aboutmodafinil.com

ACTIVE EXPLORATION



YOU FOR YOUTH



Projects should:

- Extend beyond the classroom
- Connect to field-based investigations, community explorations, and work internships
- Require real investigations using a variety of methods, media, and sources



ACTIVE EXPLORATION: USING AUTHENTIC TOOLS

Ornithology Club

Driving Question:

How can we, as Ornithologists, illustrate the types of native birds found in our town to tourists?



Authentic Tools:



Ornithology Club

Driving Question:

How can we, as Ornithologists, illustrate the types of native birds found in our town to tourists?

Authentic Field Work:





Y4Y RESOURCES



Investigating Issues in Your Community

Use this checklist to identify ways to research and investigate community issues, challenges, and needs, and then prepare to report your findings. Be sure to include multiple methods of investigation to get to the root of the problem.

Research Methods

Check the research methods that are appropriate for the project. Write notes in the space provided.

- Interviews _____
- Focus groups _____
- Surveys _____
- Observations _____
- Texts to read (newspaper, blogs, books) _____
- Other documents _____
- Watching videos _____
- City records _____
- Demographic data _____
- Google Maps _____
- Listening to podcasts _____
- Other _____

Planning Check! Are the research methods:

- ✓ Based on youth input?
- ✓ Appropriate for what you need to find out?
- ✓ Appropriate for learning objectives?
- ✓ Appropriate for the amount of time?
- ✓ Using quality information / sources?
- ✓ Mindful of contradictory information?
- ✓ Engaging, interesting, and sustainable?

Analyzing Data and Reporting Findings

Check the best ways to report your findings for the project.

- Charts and graphs _____
- Written report _____
- PowerPoint presentation _____
- Verbal summary _____
- Visual displays (photographs, videos) _____
- Published writing (newspaper, blogs, books) _____
- Other _____

Planning Check! Do the findings:

- ✓ Shed light on the root(s) of the problem?
- ✓ Lead to a possible solution?
- ✓ Reveal feasible ways for youth to get involved?
- ✓ Suggest potential community partners?

Materials or Resources Needed

Check the materials/resources needed for the project.

- Computers, cameras, video cameras, or other technology _____
- Access to information (people, databases, records, etc.) _____
- Internet access _____
- Microphones or other equipment for interviews _____
- Safety supplies such as gloves, hard hats, etc. _____
- People resources such as interpreters, guides, etc. _____
- Office supplies _____

Planning Check! Are materials needed to:

- ✓ Guide youth in making a project plan?
- ✓ Carry out the project work?
- ✓ Help youth document learning?
- ✓ Help youth set learning objectives?
- ✓ Establish agreements with or among youth, partners, or volunteers?
- ✓ Conduct a culminating event?
- ✓ Reflect or review?



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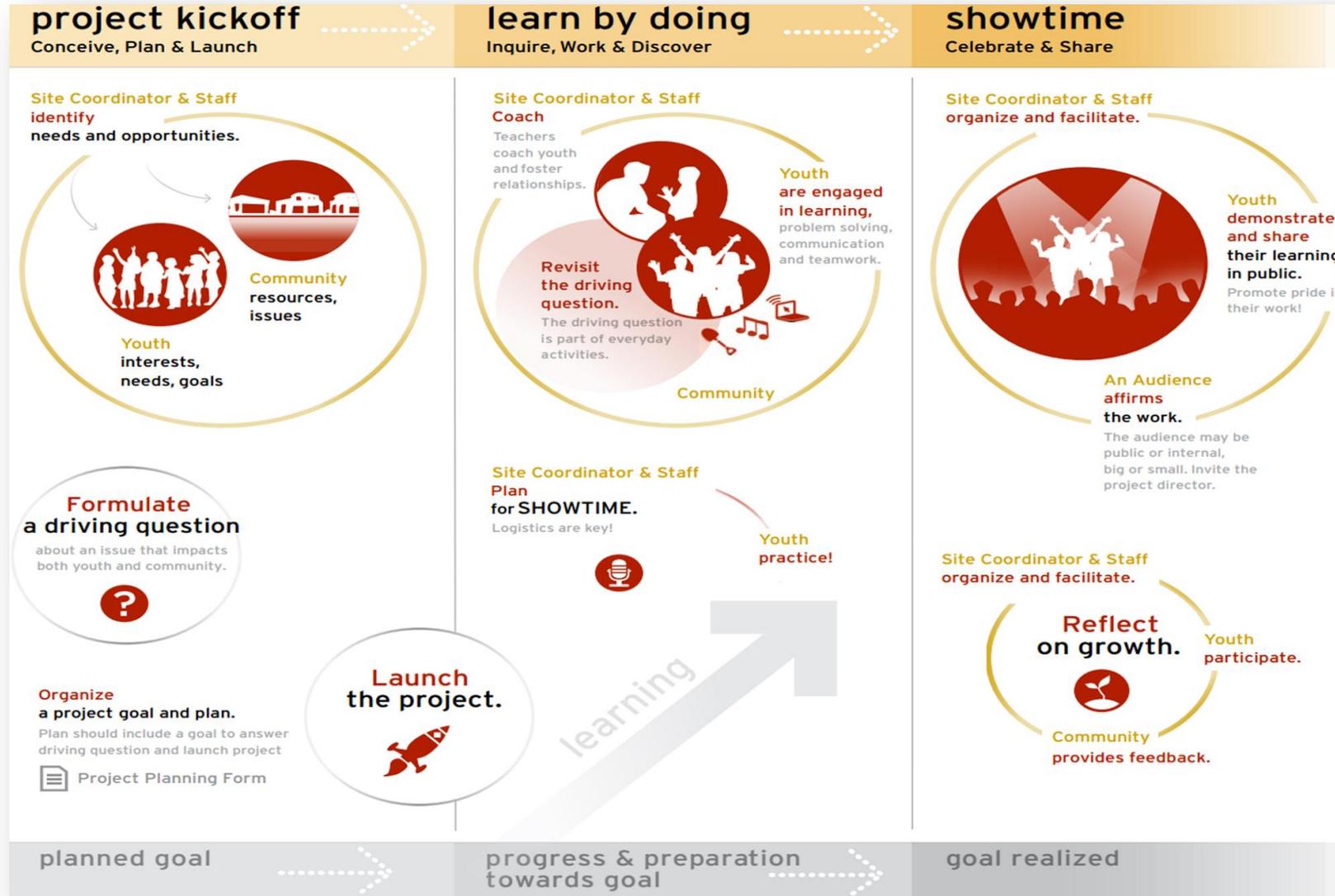
THREE PHASES OF PROJECT-BASED LEARNING



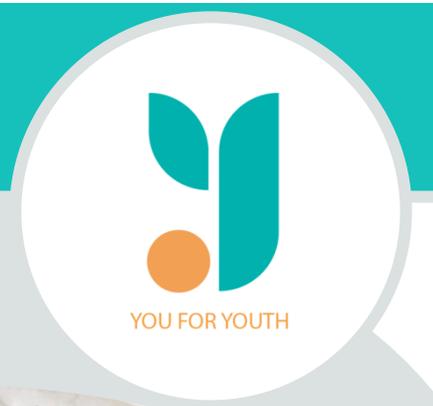
Phase I Designing & Developing

Phase II Planning & Implementing

Phase III Celebration, Evaluation



PHASE II – PLANNING & IMPLEMENTING



1. Develop a project idea.
2. Assign roles.
3. Brainstorm “to do’s.”
4. Set goals and develop a timeline.
5. Gather resources.
6. Develop a plan to facilitate the learning.



DEVELOP A PROJECT IDEA



- Who will your audience be, and what message do you want them to receive?
- How does the project answer, or how can it support, your driving question?
- What ideas can you find on the internet?
- What do real-world workers in this field produce?
- Is there a need in the community that you can address with your product/project?



VIDEO



A Case Study in STEM



Watch how a community comes together to do some real scientific research. In this video, students in an afterschool program team up with local farmers, a university expert, regular school-day teachers and others to gather data about a local critter. Think about how a citizen science effort like this could gain support in your community.

GUIDING QUESTIONS



YOU FOR YOUTH



Guiding vs. Driving



WEIGH THE PRODUCT POTENTIAL



Will the project:

- Keep students interested?
- Help students to ponder, evaluate, use current knowledge?
- Cause students to naturally practice basic skills?
- Allow all students to participate and be successful?
- Allow students to be leaders and work independently?
- Allow for the use of technology?
- Address an authentic need?

ORNITHOLOGY CLUB



Driving Question:

How can we, as Ornithologists, illustrate the types of native birds found in our town to tourists?



First Product Idea: Build a PowerPoint presentation with pictures and descriptions of the birds.

Second Product Idea:

ORNITHOLOGY CLUB



Driving Question:

How can we, as Ornithologists, illustrate the types of native birds found in our town to tourists?



First Product Idea: Build a PowerPoint presentation with pictures and descriptions of the birds.

Second Product Idea: Design a tourism brochure and website page to describe the types of birds found in your area and present maps that illustrate where tourists might catch a glimpse of each bird.

PALEONTOLOGISTS SOCIETY



ASSIGNING ROLES



Ornithology Club	Paleontologists' Society
<ul style="list-style-type: none">• Writers• Photographers• Videographers• Researchers• Outreach Director• Illustrators• Presenters	



ROLES HELP YOU ASSESS

- Specific duties
- Individual and group work assignments
- Short-term and long-term goals
- Weekly wall chart of work assignments



Group Discussion Guidelines

Many aspects of projects involve small or large group discussions, such as choosing a project theme, finalizing a driving question, research and investigation, and planning a culminating event. Use these guidelines during group discussions to ensure the group stays on track and everyone has a chance to participate. Consider sharing them with the facilitator (may be staff or a student leader) and participants before a discussion begins as a way to build consensus around group norms. Ask for input around additional guidelines that could be added to this list.

Participants:

- Listen, even if you do not agree
- Allow all speakers to finish what they're saying
- Agree or disagree with ideas, without making it personal
- Allow for silence; let people think
- Use "I" statements (speak only for yourself)
- Stay on topic and task
- Give everyone a chance; don't hog time
- Be brief
- Appreciate people for participating, even if you don't agree with their ideas

Facilitator:

- Ask for clarification, examples, or illustrations of points
- Reframe participants' points to ensure proper understanding
- Summarize occasionally and ask what more needs to be addressed
- Don't force participation – allow opportunities for small group sharing

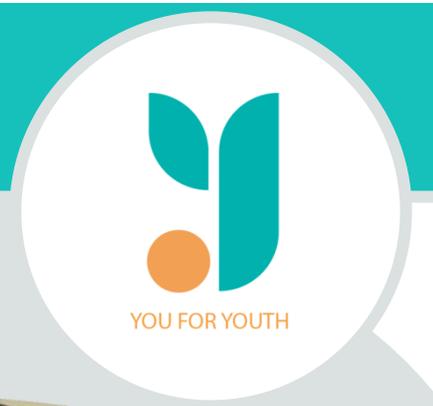


Group Roles

Before starting an activity or project, assign roles, or have participants pick what they want to do.

- **Manager:** Keeps the group "on track" and ensures that members are fulfilling their roles.
- **Timekeeper:** Watches the time and move group along so that they complete the task on time.
- **Recorder:** Keeps a record of the group's actions, takes notes on discussion, and prepares a written report, if needed.
- **Observer:** Uses a guide, such as a checklist, to watch the group's activities and may offer feedback.
- **Data Collector:** Uses resources to get needed information for the group.
- **Checker:** Makes sure that everyone understands the concepts and that all group members have reached their goals.
- **Spokesperson:** Communicates with the teacher and other groups when help or information is needed. Represents the group in presentations.
- **Materials Manager:** Makes sure that all the group has the materials they need. Helps keep the area clean.
- **Designer:** Leads the artistic representation of the group's work.
- **Stand-In:** Assumes role of any missing group member.

TO DO TASK LIST



- Full Group
- Brainstorm
- List
- Assign Dates
- Assign to Roles



http://bie.org/object/document/project_calendar

http://bie.org/blog/how_long_should_my_projects_be

GATHER RESOURCES



- Assemble authentic tools.
- Arrange for expert speakers or mentors.
- Find appropriate books, websites and other resource materials.

ROLE OF THE FACILITATOR



- Facilitate resource use
- Help students define tasks and assess progress
- Use guiding questions to move students to higher levels of thinking
- Cultivate presentation skills



USE OF RESOURCES





PRESENTATION SKILLS & PRACTICING FACILITATION

You For Youth / Project Based Learning



Working With Groups

Training Starter Template

Objectives: All participants in the training will be able to:

- Specify the benefits and challenges of having youth work in groups
- Give at least five examples of group norms for children and youth
- Create sample roles and responsibilities for group participants
- Describe roles of adult as facilitator of group work

Total Amount of Time: _____

Number of Participants: _____

Preparation: _____

Materials: _____

Training Opening

- Engage Participants _____ minutes
(Begin with icebreaker/warm-up activity related to the topic.)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda.)

Training Middle _____ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic.)

- Discuss participants' previous experience working with youth in groups; elicit specific examples of successes and challenges and write them on a board or chart paper. You may wish to break

CHECK FOR UNDERSTANDING



YOU FOR YOUTH

Name the components in Phase II.



CHECK FOR UNDERSTANDING



YOU FOR YOUTH



Name the components in Phase II.

1. Develop a project idea.
2. Assign roles.
3. Brainstorm “to do’s.”
4. Set goals and develop a timeline.
5. Gather resources.
6. Develop a plan to facilitate the learning.



UNTIL NEXT TIME...

Go to the [Project-Based Learning Page](#) on Y4Y, **BE SURE TO LOG IN**

<https://y4y.ed.gov/project-based-learning-hands-on-minds-on>

- On-line Project-Based Learning Module
- Links to Y4Y Resources
- Discussion Board: **What is one area of PBL you are still unsure of or feel like you need more information to implement?**

NEXT TIME...

- Review of what you shared during the week
- Topic: Phase III – Celebration and Evaluation

Wednesday, November 9, 2016 (Daylight Savings Ends)



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Visit: www.Y4Y.ed.gov

