

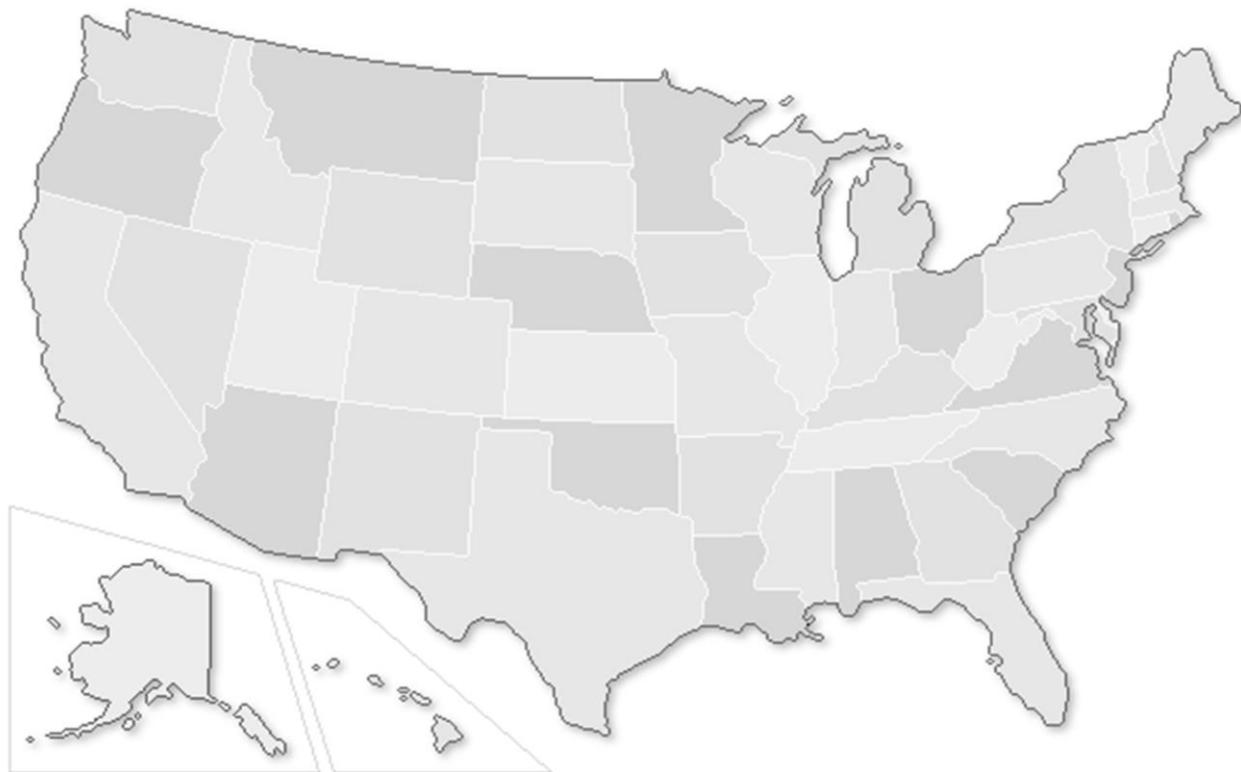


Project-Based Learning
Series: May 11-14 ,2020

Day 2:
Design and Implement



Where Are You?





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Disclaimer



Project-Based Learning: Design and Implement



Phase 2 • May 12, 2020



Facilitators



Yana List

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Chat Facilitators



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Lead Education Specialist



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Lead Training Specialist



Using Zoom


raise hand

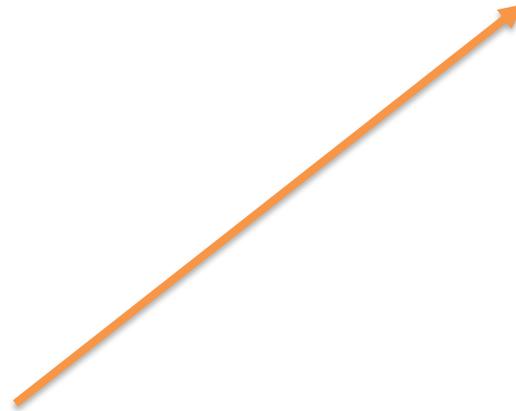

yes


no


go slower


go faster


more




Mute


Stop Video


Invite

 1
Participants


Share

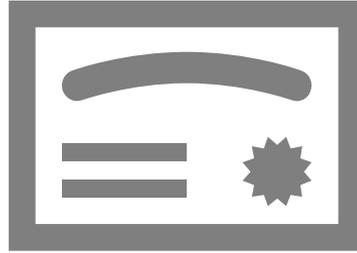

Chat


Record

Leave Meeting



Certificates



- One for each virtual event
- Emailed within one week



The Series

Introduce and Prepare: Monday, May 11

Design and Implement: Tuesday, May 12

Celebrate, Reflect & Assess: Wednesday, May 13

Putting It All Together – Successful PBL in Action:

Thursday, May 14

1 p.m. ET



Session Objectives



1

Explain the components of Phase 2 in facilitating PBL.



2

Implement the steps to plan, define and implement Phase 2 of PBL.



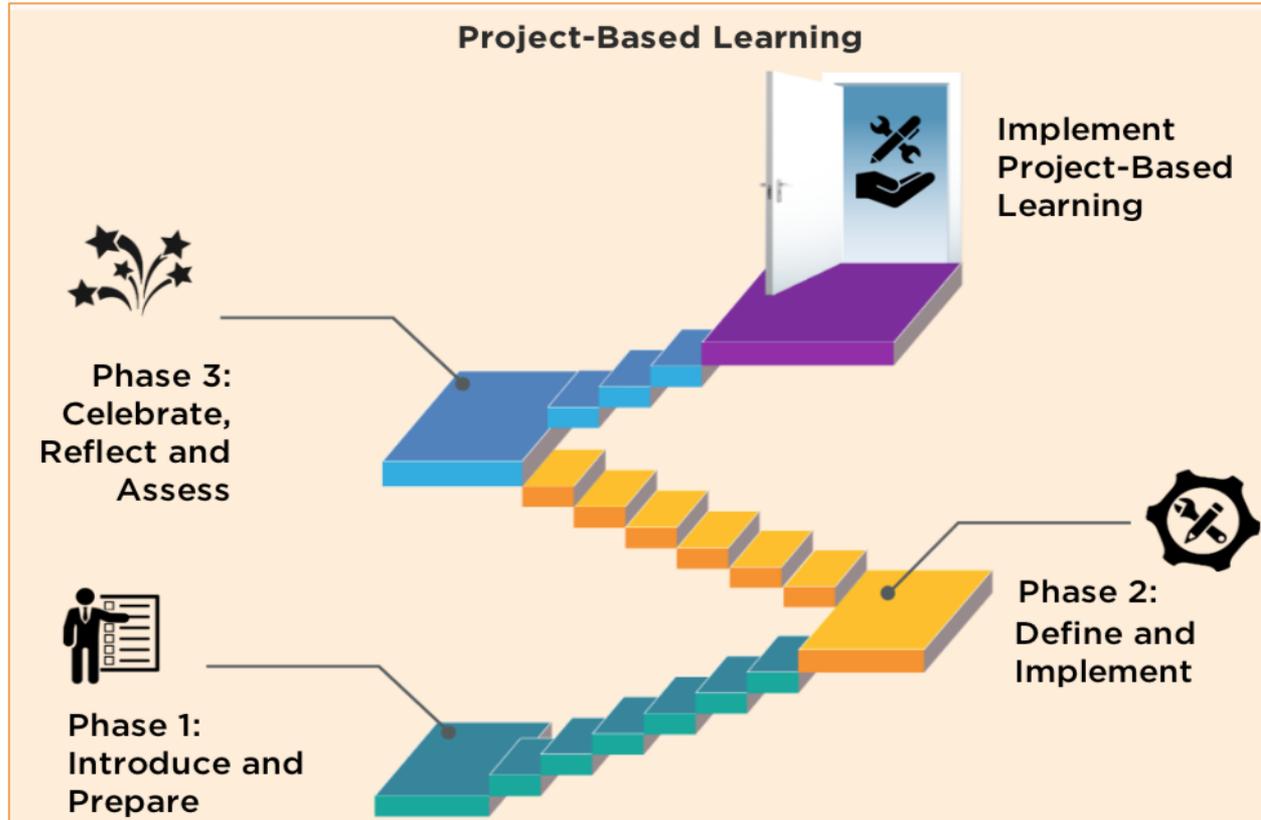
3

Use authentic resources and tools to develop and implement Phase 2.





The Three Phases of Project-Based Learning





Steps Checklist

15 Steps



Phase 1: ✓

Introduce and Prepare

1. Capture Student Voice and Choice
2. Introduce the Topic
3. Map Knowledge and Wonders
4. Choose an Inquiry Direction
5. Help Students Make Connections to Real Life
6. Craft a Driving Question



Phase 2: ✓

Define and Implement

7. Develop a Project Idea
8. Assign Roles and Group Students
9. Create a Plan of Action
10. Determine Project Tasks and Develop a Timeline
11. Gather Authentic Tools and Resources
12. Facilitate the Plan



Phase 3: ✓

Celebrate, Reflect and Assess

13. Celebrate With a Culminating Event
14. Document the Learning
15. Reflect and Assess





Implementation Planning Checklist

You for Youth | Project-Based Learning

Implementation Planning Checklist

Phase 1: Introduce and Prepare

- Step 1: Capture Student Voice and Choice
- Step 2: Introduce the Topic
- Step 3: Map Knowledge and Wonders
- Step 4: Choose an Inquiry Direction
- Step 5: Help Students Make Connections to Real Life
- Step 6: Craft a Driving Question

Phase 2: Define and Implement

- Step 7: Develop a Project Idea
- Step 8: Assign Roles and Group Students
- Step 9: Create a Plan of Action
- Step 10: Determine Project Tasks and Develop a Timeline
- Step 11: Gather Authentic Tools and Resources
- Step 12: Facilitate the Plan

Phase 3: Celebrate, Reflect and Assess

- Step 13: Celebrate With a Culminating Event
- Step 14: Document the Learning
- Step 15: Reflect and Assess





Project-Based Learning Wall



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1

PROJECT-BASED LEARNING WALL

<p>Title: What is the problem?</p> <p>Topic: Current Events</p> <p>Driving Question: How can we, as social workers, help our community members to support those who are homeless?</p>	<p>Project Idea</p> <p>Product:</p> <p>Authentic Audience:</p> <p>Product Tasks:</p>	<p>Culminating Event:</p>
<p>What I Wonder: What causes homelessness? Is homelessness a concern in my community? Is there anything we can do about homelessness? How can we help the homeless?</p>		<p>Document the Learning:</p>
<p>Hook Description: Come and learn about current events that are affecting you, your classmates, your community, our nation and our world! Become a journalist, columnist or news reporter and tell your own opinions and ideas.</p>	<p>Roles and Assignments:</p>	<p>Reflection and Feedback:</p>
<p>Real-World Connection: Why do you think the articles about homelessness affect you, your family and the community? Have you seen homeless persons in your community?</p>	<p>Task Timeline:</p>	<p>Authentic Tools and Resources:</p>
	<p>Assessment Tool:</p>	





Building Your PBL Wall



Title: What is the problem?
Topic: Current Events
Driving Question: How can we, as social workers, help our community members to support those who are homeless?

What I Wonder:
What causes homelessness?
Is homelessness a concern in my community? Is there anything we can do about homelessness? How can we help the homeless?

Hook Description:
Come and learn about current events that are affecting you, your classmates, your community, our nation and our world! Become a journalist, columnist or news reporter and tell your own opinions and ideas.

Real-World Connection:
Why do you think the articles about homelessness affect you, your family and the community? Have you seen homeless persons in your community?

Product:
Authentic Au
Product Task

Roles and As

Task Timelin

Assessment

Title: What is the problem?

Topic: Current Events

Driving Question: How can we, as social workers, help our community members to support those who are homeless?



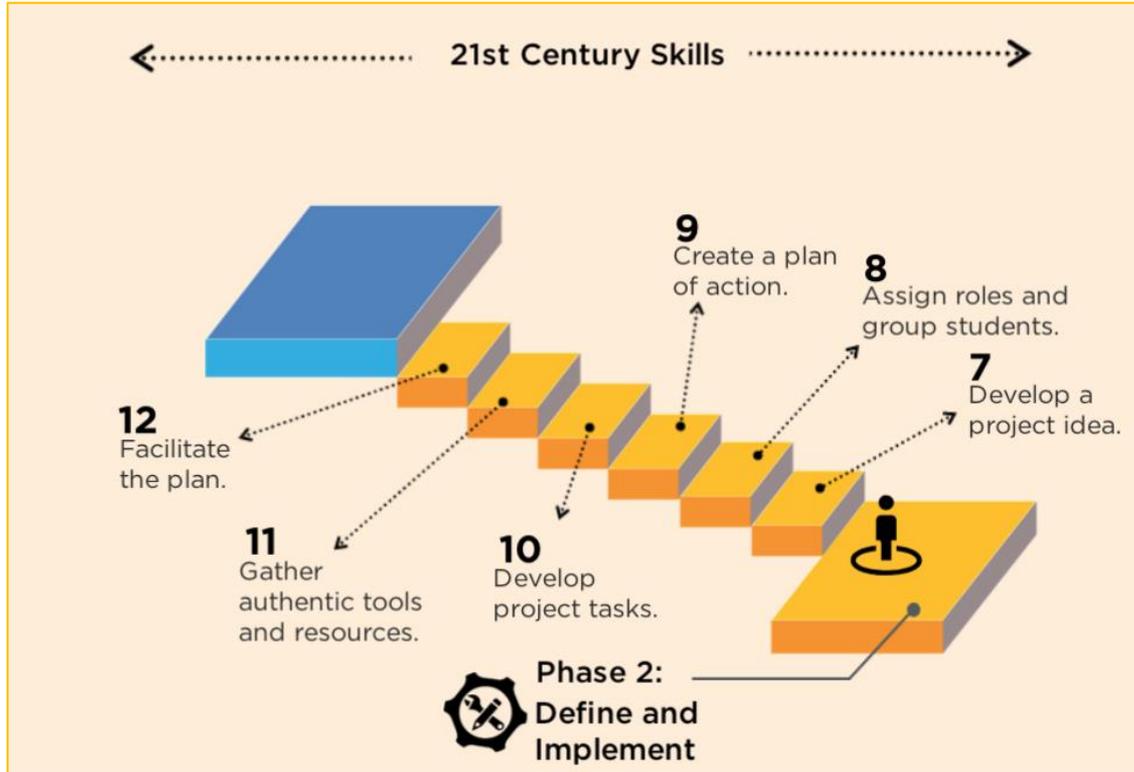


Which of the following are key strategies of PBL?

POLL



Phase 2: Define and Implement





Step 7: Define the Project Idea





Strategies



- Use mapping
- Focus on the audience
- Explore the web
- Focus on what people in the field do
- Connect to existing knowledge





Focus on the Audience



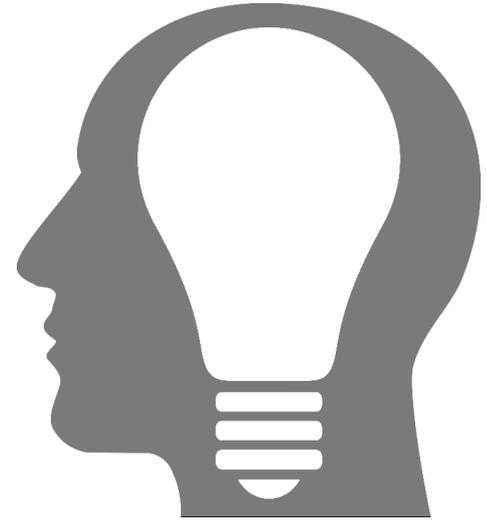
- Who is the **target audience**?
- What type of format will work best for sharing the **information**?
- What **product tasks** need to occur in order to create the product?





Focus on What People in the Field Do

- What **work products** do people in the field create?
- How do people in the field share their **work**?
- What **tools** are commonly used in this field?





Chatbox Activity

How can we, as social workers, help our community members to support those who are homeless?

- a. What **work products** are produced by people in the field of social work?
- b. How do they share their **work**?
- c. What **tools** do they commonly use in this field?





Measuring Against the 6 As of Quality



Authenticity



Applied Learning



Academic Rigor



Active Exploration



Adult Relationships



Assessment





Guiding Questions for Assessing the As

Quality	Guiding Questions
Authenticity	Does the project address a problem that has meaning to the student?
Academic Rigor	Does the activity help students meet academic standards and apply content knowledge to solve a problem?
Applied Learning	Does the project help students to acquire and use skills needed in real-life work environments?





Guiding Questions for Assessing the As

Quality	Guiding Question
Active Exploration	Will students engage in real investigations and communicate what they learn to an interested audience?
Assessment	Are there various methods to evaluate student work?
Adult Relationships	Does the project allow students to observe adults, or work with adults, who have expertise in the field?





PBL Expert



Kathleen Bethke





Assess Middle School Project Poll

Driving Question:

How can we, as social workers, help our community to support those who are homeless?

Project Idea:

Create a Back-to-School bash. Students will design an event that includes collecting school supply donations, backpacks, opportunities for free haircuts and a school clothes closet where families can bring their children and get everything they need to start school.





Chatbox

Driving Question:

How can we, as social workers, help our community to support those who are homeless?

Project Idea:

Create a Back-to-School bash. Students will design an event that includes collecting school supply donations, backpacks, opportunities for free haircuts and school clothes closet where families can bring their children and get everything they need to start school.





Assess Elementary School Project

Driving Question:

How can we, as entomologists, help our neighbors to organically control pests?

Project Idea:

Many commercial pesticides and bug sprays contain harmful chemicals. We will create a door hanger to educate our peers and school about the negative effects of pesticides and provide tips and information on how to organically control bugs.





Assess High School Project

Driving Question:

How can we, as social marketers, develop a drug and alcohol prevention campaign for our community?

Project Idea:

You have a voice and power to make positive changes in your community and in your peers' lives. Learn how to be a social marketer as we develop a live presentation for the community and a takeaway handout.





Step 8: Assign Roles and Group Students





Grouping Considerations





What is the best group size for these activities?

Provide one-on-one feedback,
editing and peer assessment.
Provide one-on-one support or
training.



What is the best group size for these activities?

Work on tasks that have multiple dimensions or steps.

Share perspectives or reach consensus.



What is the best group size for these activities?

Present discussions, debates and role-play activities.



What is the best group size for these activities?

Present orientations, debriefings
and progress checks.



What is the best group size for these activities?

- Learn (and teach) fundamental skills.
- Research in the library or on the web.



Possible Roles



Project Manager



Writer



Social Marketer



Researcher



Community Outreach
Coordinator



Graphic Designer



Administrative Assistant



Marketing
Coordinator





Building Our PBL Wall

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PROJECT-BASED LEARNING

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Real-World Connection:
Why do you think the articles about homelessness affect you, your family and the community? Have you seen homeless persons in your community?

Product: Back-to

Authentic Audience

Product Tasks:

1. Create w
2. Collect re
3. Conduct
4. Create m
5. Review al
6. Reach ou
7. Plan culm
8. Host culm

Roles and Assign
Researcher, Writ
Manager, Outrea

Task Timeline:

Assessment Tool

Rubric to be applied to the portions.

Product: Back-to-School Bash

Authentic Audience: School Members

Roles and Assignments: Project Manager, Researcher, Social Worker, Writer, Graphic Designer, Film Producer, Community Outreach Coordinator



Step 7 and 8 Tools

- Group Roles
- Group Discussion Guidelines
- Project Planner

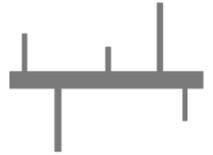




Steps 9 and 10



Step 9: Action Plan & Step 10: Timeline



Who will accomplish what and when is it due?





The 4 C's to 21st Century Skills

The 4 C's to 21st century skills are just what the title indicates. Students need these specific skills to fully participate in today's global community: Communication, Collaboration, Critical Thinking and Creativity.

Communication

- Students need to be able to share their thoughts, questions, ideas and solutions.

Collaboration

- Students need to be able to work together to reach a goal while putting their talent, expertise and knowledge in action.

Critical Thinking

- Students need to be able to look at problems in new ways and link learning across subject areas.

Creativity

- Students need to be willing to try new approaches to get things done. This leads to innovation and invention.

To encourage development of these skills, we must intentionally focus on the design of program activities.

We need to give students the opportunity to take ownership for their learning. They should move toward becoming developers of knowledge rather than consumers of knowledge. Our out-of-school time environment should enable students to move beyond typical methods of study, such as writing an essay after reading about a topic, to tackling a relevant problem, such as bullying. We must encourage students to create a project that allows them to share their findings and impact change.





Step 9: Create a Plan of Action

- Facilitation during the planning
- Build Academic
- 9: Plan of Action
- Helping students set goals
- Practice Social
- 10: Develop Project Tasks and Timelines
- Completing Tasks
- 21st Century Skills Emotional
- 11: Gather Authentic Tool and Resources
- Developing their timelines





Step 10: Develop Project Tasks





Step 10: Create Project Timeline





Building Our PBL Wall



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PROJECT-BASED LEARNING WALL

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Real-World Connection:
Why do you think the articles about homelessness affect you, your family and the community? Have you seen homeless persons in your community?

Project Idea

Product: Back-to-School Bash

Authentic Audience: Community Members

Product Tasks:

1. Create weekly reports
2. Collect research on homelessness
3. Conduct community survey
4. Create marketing materials
5. Review all marketing materials
6. Reach out to businesses for donations
7. Plan culminating event
8. Host culminating event

Roles and Assignments: Project Manager, Researcher, Writer, Graphic Designer, Materials Manager, Outreach Coordinator

Task Timeline:

Assessment Tool:

Rubric to be applied to the portfolio.

Project Tasks

1. Create weekly reports
2. Collect research on homelessness
3. Conduct community survey
4. Create marketing materials
5. Review all marketing materials
6. Reach out to businesses for donations
7. Plan culminating event
8. Host culminating event



Step 11: Gather Authentic Tools and Resources





Step 12: Facilitate the Plan



Never do for students,
what they can do for
themselves.





Guiding Question



Identified Issue

The budget is \$100 over what is allowed. Students have budgeted to provide snacks and drinks.



Guiding Question

You are over budget. Have you considered ways to provide food without using limited funds to pay for it?



Outcome

Students brainstorm to identify community partners they can contact to request food donations.





Facilitation Challenges and Ideas

Challenge

Participants do not contribute or are hesitant to contribute to the conversation.

Solution

Put them on the spot or force participation so that everyone is involved in large group discussion.



Good Idea



Bad Idea





Facilitation Challenges and Ideas

Challenge

One person dominates the conversation.

Solution

Only acknowledge this person and ignore the others, since they are not willing to participate in the conversation.



Good Idea



Bad Idea





Facilitation Challenges and Ideas

Challenge

Participants begin to goof around.

Solution

Call for a stretch break;
move on.



Good Idea



Bad Idea





PBL Expert



Kathleen Bethke





Phase 2 Resources and Recap

- 21st Century Skills in Action
- Project Timelines
- Program Implementation Planner: Budgeting
- Project-Based Learning Activity Budget Worksheet
- Classroom Facilitator Packet
- Guiding Questions

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Guiding Questions

Remember	Understand	Apply	Analyze	Evaluate	Create
<i>Remembering previously learned information</i>	<i>Demonstrating an understanding of facts</i>	<i>Applying knowledge to actual situations</i>	<i>Breaking down knowledge into smaller parts and finding evidence to support theory</i>	<i>Grouping smaller ideas together into a new whole or proposing alternative solutions</i>	<i>Making and defending judgements based on internal and external criteria</i>
What happened after...? How many...? Who was it that...? Can you name the...?	Can you write in your own words...? Can you write a brief outline...?	Do you know another instance where...? Could this have happened in...?	Which events could have happened...? If ... happened, what might the ending have been?	Can you design a ... to ...? Why not compose a song about...? Can you see a possible	Is there a better solution to...? Judge the value of... Can you defend your

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21st Century Skills In Action

Critical Thinking

1. Reason effectively. Use different kinds of thinking, drawing on different kinds of evidence. Find similarities, patterns, differences, compare, make observations, develop concepts, ideas, and conclusions.
2. Collect and consider a range of views. Gather, listen to, evaluate, and integrate into analysis of diverse points of view.
3. Question effectively. Develop and ask significant questions that clarify information, deepen understanding, and lead to greater knowledge or better solutions.
4. Analyze. Consider, test, weigh, and evaluate evidence and information, including facts, contexts, arguments, and opinions. Determine how pieces interact with and affect each other.
5. Reflect on experience. Draw on evidence from personal experience to inform thinking, new learning, and processes.
6. Make reasoned judgments and decisions. Assess information, form opinions, draw conclusions, and make decisions.
7. Solve problems. Identify and recognize problems; apply reason and strategic thinking to address and solve problems.



Questions





Session Objectives



1

Explain the components of Phase 2 in facilitating PBL.



2

Implement the steps to plan, define and implement Phase 2 of PBL.



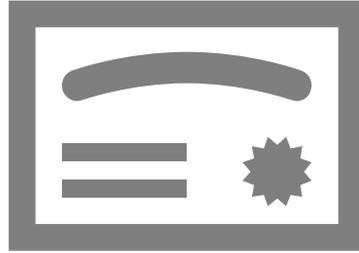
3

Use authentic resources and tools to develop and implement Phase 2.





Certificates



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Contact

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