

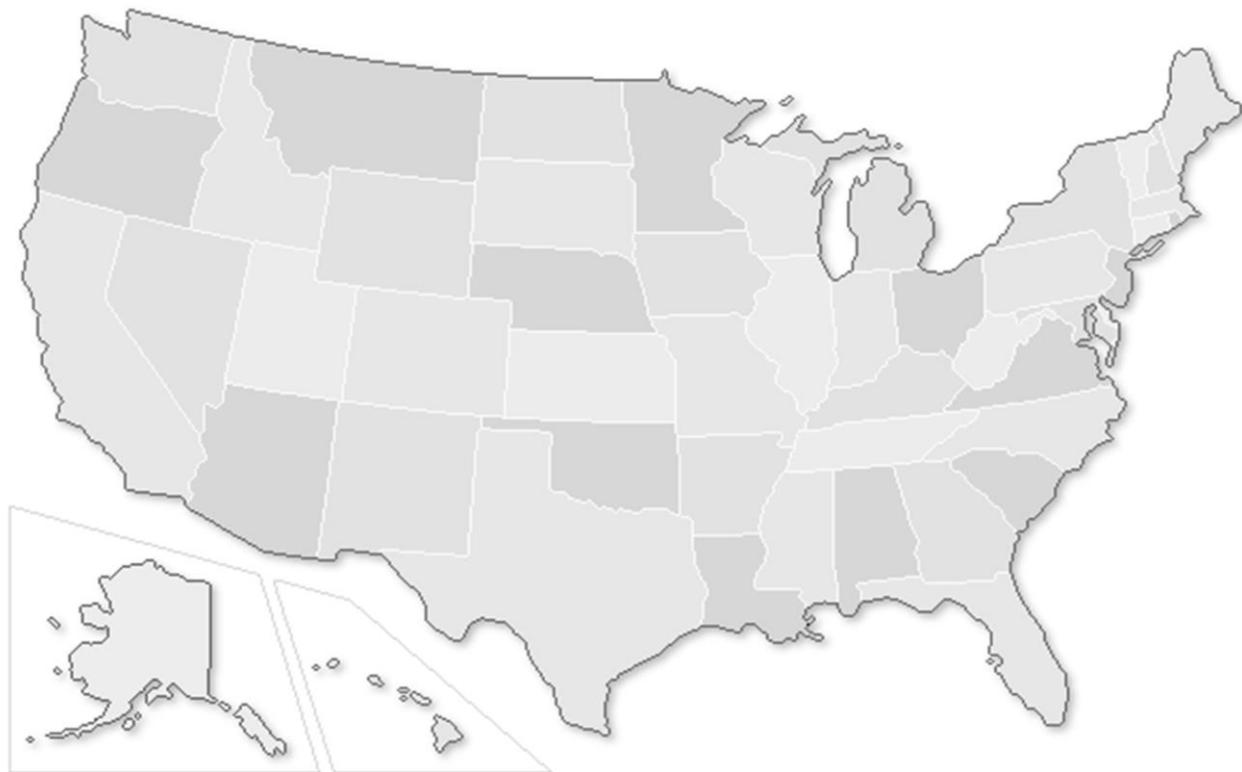


Project-Based Learning  
Series: May 11-14, 2020

Day 3: Celebrate,  
Reflect and Assess



# Where Are You?





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# Disclaimer

The background of the slide is a photograph of a teacher and three students. The teacher, a woman with dark hair, is leaning over a desk, looking at a book. Three students are gathered around the desk, looking at the book. One student is a young girl with long dark hair, another is a young boy with glasses, and a third student is partially visible on the left. The scene is brightly lit, suggesting an indoor setting with large windows.

# Project-Based Learning: Celebrate, Reflect and Assess



Phase 3 • May 13, 2020



# Facilitators



**Yana List**

*Education Specialist*



**Andrew Francis**

*Education Specialist*



# Chat Facilitators



**Jenn Conner**

*Lead Education Specialist*



**Dave McConnell**

*Lead Training Specialist*



# Using Zoom

  
raise hand

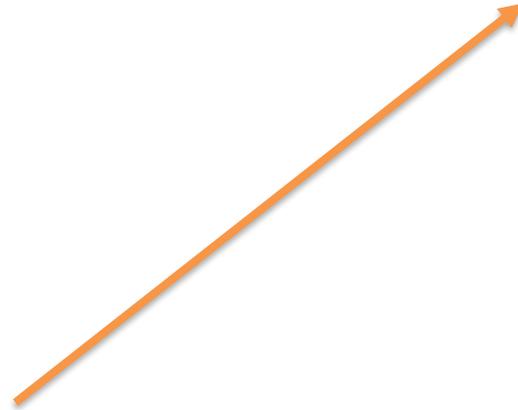
  
yes

  
no

  
go slower

  
go faster

  
more



  
Mute

  
Stop Video

  
Invite

 1  
Participants

  
Share

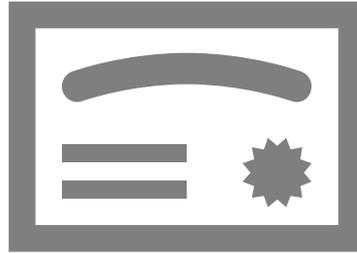
  
Chat

  
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



# Series Objectives



**1**

Explain the components of the Phase 3 of project-based learning.



**2**

Implement the steps for reflecting on, assessing and celebrating projects.



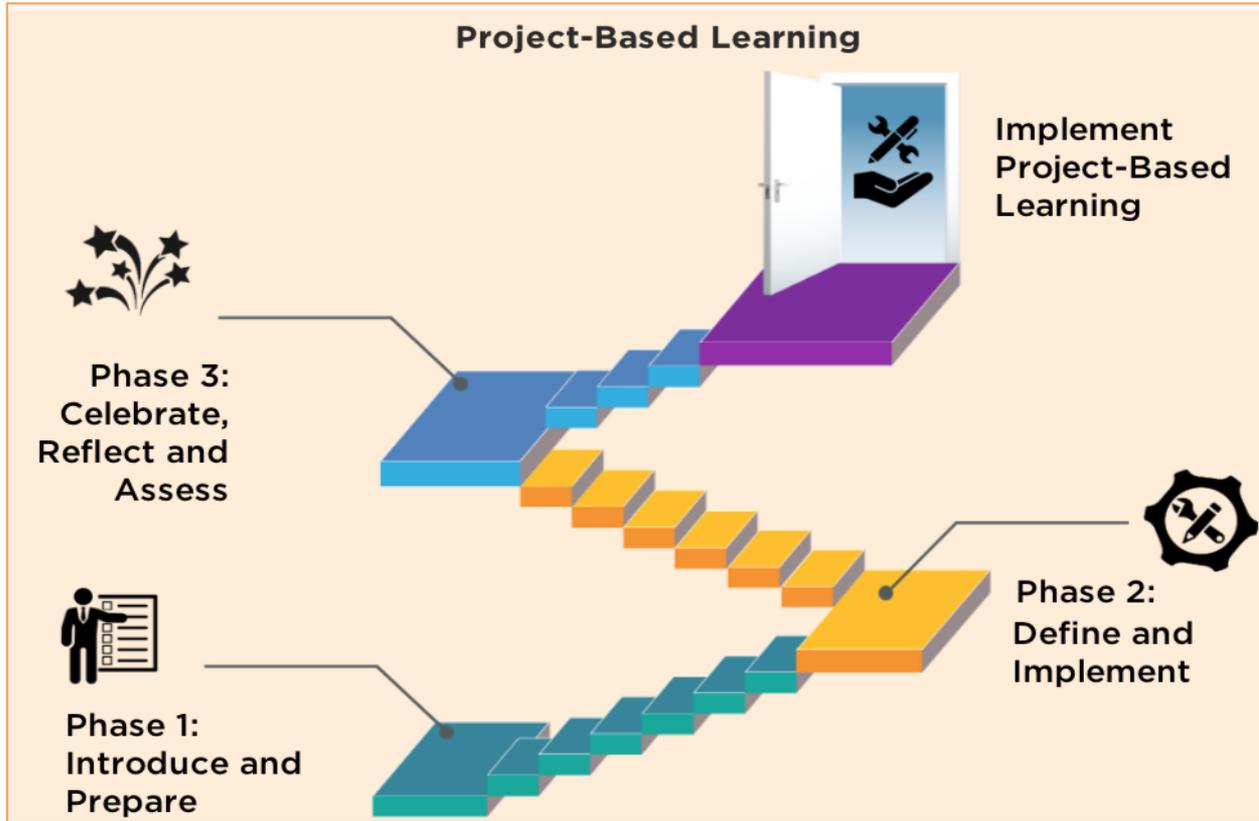
**3**

Use authentic resources and tools to support project-based learning activities.





# The Three Phases of Project-Based Learning





# Project-Based Learning Wall



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1

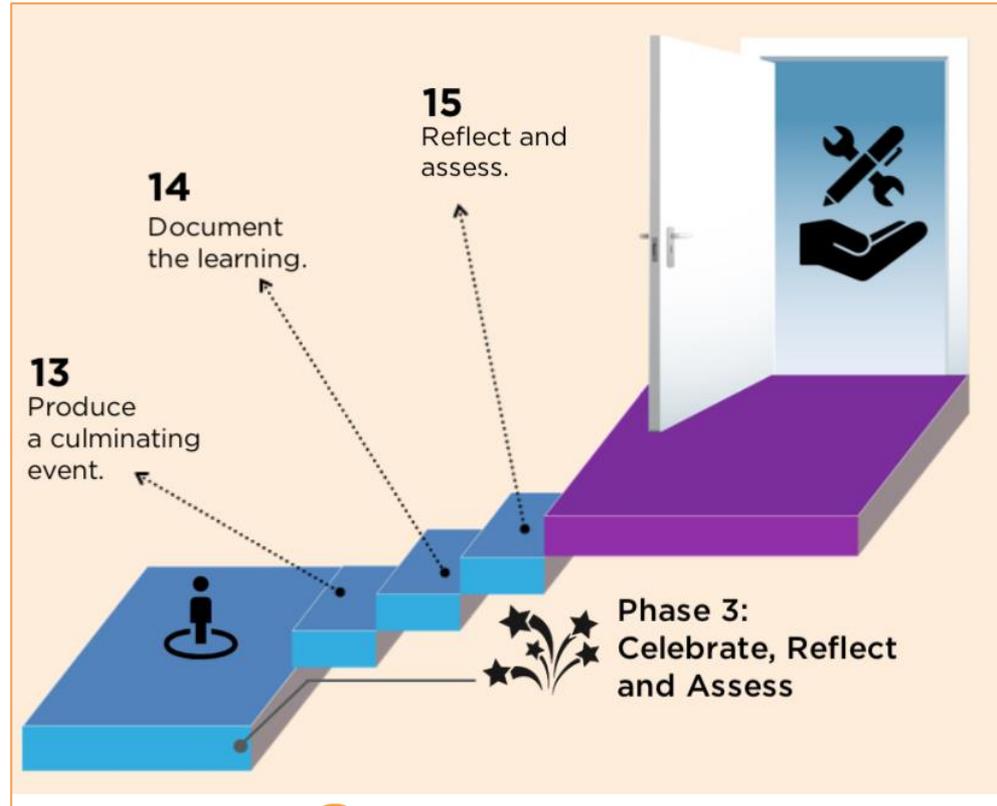
## PROJECT-BASED LEARNING WALL

<p><b>Title:</b> What is the problem?</p> <p><b>Topic:</b> Current Events</p> <p><b>Driving Question:</b> How can we, as social workers, help our community members to support those who are homeless?</p>	<p><b>Project Idea</b> Product: Back-to-School Bash</p> <p><b>Authentic Audience:</b> Community Members</p> <p><b>Product Tasks:</b></p> <ol style="list-style-type: none"><li>1. Create weekly reports</li><li>2. Collect research on homelessness</li><li>3. Conduct community survey</li><li>4. Create marketing materials</li><li>5. Review all marketing materials</li><li>6. Reach out to businesses for donations</li><li>7. Plan culminating event</li><li>8. Host culminating event</li></ol>	<p><b>Culminating Event:</b> Back-to-School Bash</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"><li>• Setup day before 4-8pm</li><li>• 8AM – students, volunteers, donors and staff arrive</li><li>• 9AM – doors open</li><li>• 4PM – event celebration presentation</li><li>• 5PM – clean-up</li></ul>
<p><b>What I Wonder:</b> 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><b>Document the Learning:</b></p>
<p><b>Hook Description:</b> 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><b>Roles and Assignments:</b> Project Manager, Researcher, Writer, Graphic Designer, Materials Manager, Outreach Coordinator</p>	<p><b>Reflection and Feedback:</b></p>
<p><b>Real-World Connection:</b> 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><b>Task Timeline:</b></p>	<p><b>Authentic Tools and Resources:</b></p> <ol style="list-style-type: none"><li>1. Video Recorder</li><li>2. Homeless Statistics in Community</li><li>3. Donation Crowd-Funding Website</li><li>4. Social Media Channels</li></ol>
	<p><b>Assessment Tool:</b></p>	





# Phase 3: Celebrate, Reflect and Assess



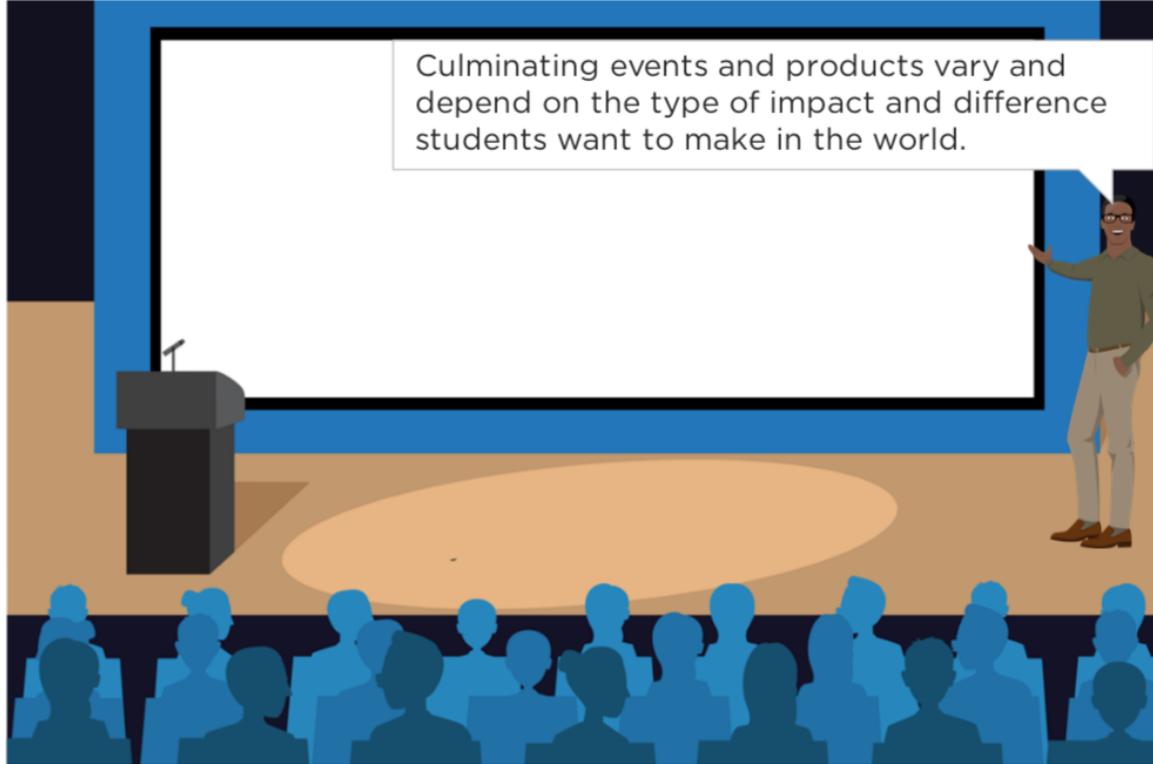


# Step 13: Celebrate With a Culminating Event





# Step 13: Celebrate With a Culminating Event





# Culminating Event – An Example



PROJECT-BASED LEARNING



# Culminating Event Tasks



Identify a date and time to present the culminating event.



Invite interested audience.



Safely collect and store all materials and resources.



Select space for students to display final product.



Schedule time for practice.

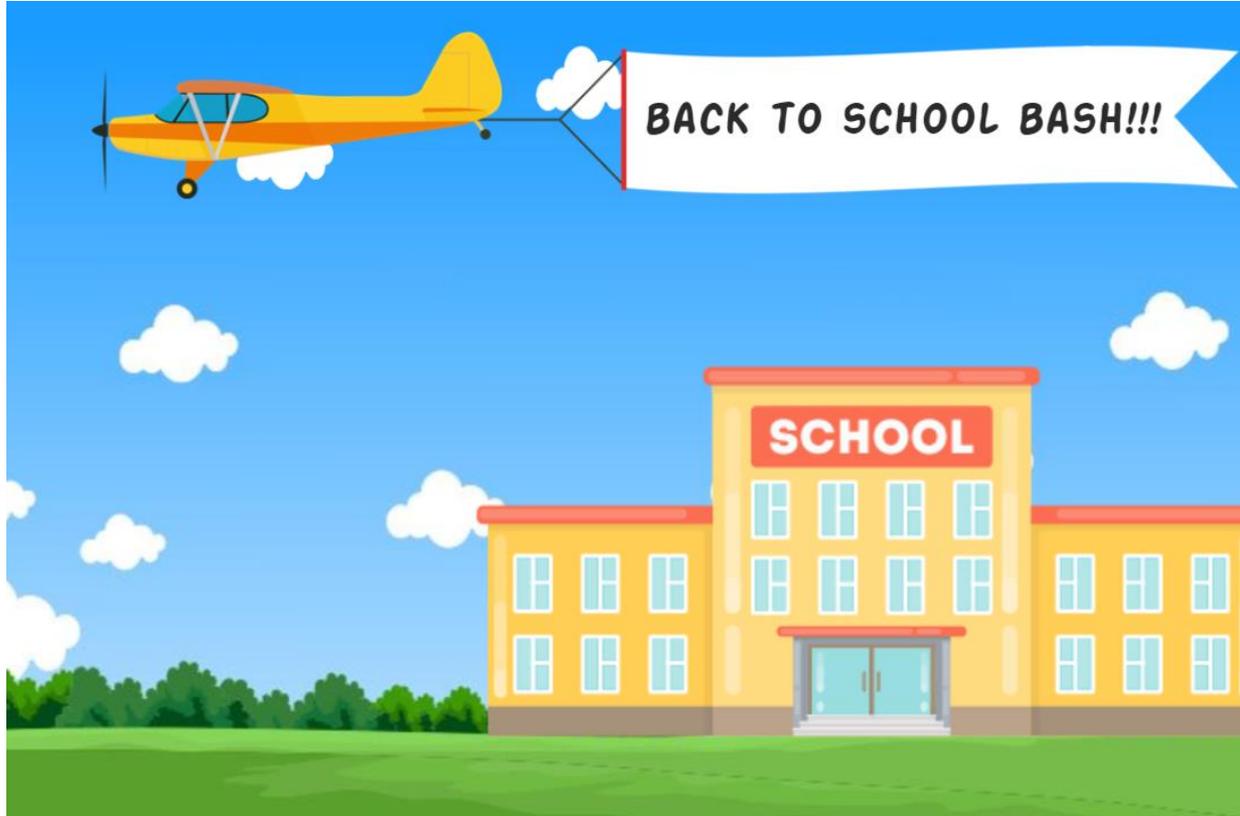


Schedule dress rehearsal and time for venue setup.





# Step 13: Celebrate With a Culminating Event





# Build Your PBL Wall



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PROJECT-BASED LEARNING WALL

1

## Culminating Event: Back-to-School Bash

### Agenda

- Setup day before 4 - 8 p.m.
- 8 a.m. – students, volunteers, donors and staff arrive
- 9 a.m. – doors open
- 4 p.m. – event celebration presentation
- 5 p.m. – clean-up



# Culminating Event Task Poll

# POLL





# Step 14: Document the Learning





# Possible Documentation Types



Oral Presentation Rubric  
Presentation to prospective donors and partners.

Criteria Categories	Performance Level				Points
	4	3	2	1	
Body Language	Student's movements were fluid and helped the audience visualize.	Student made movements or gestures that enhanced engagement.	Student used very little movement or few descriptive gestures.	Student used no movement or descriptive gestures.	
Intro and Closure	Student delivers opening and closing remarks that capture the attention of the audience.	Student displays clear introductory or closing remarks.	Student used a clear introductory or closing remark, but not both.	Student does not provide clear introductory or closing remarks.	





# Portfolio





# Survey





# Rubrics

Oral Presentation Rubric Presentation to prospective donors and partners.					
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# Journal





# Choose Your Documentation



Oral Presentation Rubric  
Presentation to prospective donors and partners.

Criteria Categories	Performance Level				Points
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# Middle School Project

## 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.



# Choose Your Documentation

Portfolio of student reflections on success of the Back-to-School event.

Yes

No





# Choose Your Documentation

Portfolio of all work products outlined in project task list.

Yes

No





# 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.





# Choose Your Documentation

Survey of other students and other members of the school community to determine those who use commercial pesticides and bug sprays.

Yes

No





# Choose Your Documentation

Survey of students' knowledge of the negative effects of pesticides and how to organically control bugs.

Yes

No





# 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 **take-away handout**.





# Choose Your Documentation

Rubric on giving a presentation. The facilitator and students created the rubric before beginning the project.

Yes

No





# Choose Your Documentation

Journal entry on the live presentation made to the community.

Yes

No





# PBL Expert



**Kathleen Bethke**





# Step 15: Reflect and Assess





# Portfolios - Assess





# Surveys – Assess

Highlight trends in survey reports.





# Rubrics – Assess



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## Developing Project-Based Learning Rubrics

Rubrics are a great way to assess student work. Holistic rubrics can give students an idea of how they performed overall with a given task, assignment or project, and analytic rubrics can also give targeted feedback. Both types of rubric have a place in project-based learning. To determine which one you should use, consider the project, the students and the teachers who will score the products.

### Holistic Rubrics

Holistic rubrics can be used to assess the students' work as a whole. They can be less time-consuming for practitioners because they provide only one score. Holistic rubrics should be used for simple projects or for younger students, where you don't need targeted, detailed feedback.

#### Sample Holistic Rubric

##### Product: Writing Sample

Score	Description
4	Demonstrates exceptional understanding of the material. All requirements are met and some are exceeded.
3	Demonstrates consistent understanding of the material. All requirements are met.
2	Demonstrates partial understanding of the material. Some requirements are met.
1	Demonstrates minimal understanding of the material. Few requirements are met.
0	No response. Task not attempted.





# Journal - Assess

- Learning at the individual level
- Students analyzing their findings/experience





# Portfolios – Reflect

- Simple
- Facilitator
- Open
- Students
- Practical





# Portfolios – Reflect

- **Facilitator:**
  - What strengths did I show?
  - What was the most challenging element and what made it so?
  - Where did my students struggle?
  - What activities or explanations seemed to click the best with students?





# Portfolios – Reflect

- Student:
  - What did you discover?
  - How did you handle challenges?
  - What did you realize about yourself?
  - With whom did you connect the most?
  - Where else can I use this learning?
  - What do I still wonder?





# Surveys – Reflect

- Determine additional training needs
- Rejoice in successes
- Identify areas for improvement





# Rubrics – Reflect

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# Journal – Reflect

Future impact on the community  
of student experience and project





# Reflection Structures



**Weekly group meetings**



**Blogging/Vlogging**



**Thinking aloud**



# Reflection Cards

## Student Reflections

How do you feel about the activity or experience?

What do you think is working well?

What do you think needs improvement?

What would you do differently?

What ideas do you have for new inquiries or projects?



# Building Your PBL Wall



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## PROJECT-BASED LEARNING WALL

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<p><b>Hook Description:</b></p> <p>Come and learn about current events that are affecting you, your</p>	<p><b>Roles and Assignments:</b> Project Manager, Researcher, Writer, Graphic Designer, Materials</p>

Document the Learning:

Portfolio comprised of all product tasks.

Reflection and Feedback: Weekly vlog kept by each student. Other students leave notes of feedback and selecting and viewing on vlog from the previous week.

Assessment Tool:  
Rubric to be applied to the portfolio.



# Questions





# Phase 3: Resources and Recap

- Developing Project-Based Learning Rubrics
- Sample Project Rubric
- Project Planning Review Checklist
- Staff Observation Checklist
- Youth Participation Checklist



Use your [Project-Based Learning Planning Checklist](#) to record the culminating activity ideas you want to share with students, and check off those preparation steps that you need to help your students remember.



Use the [Project-Based Learning Planning Checklist](#) to record ideas for documenting learning and determine what artifacts to collect to demonstrate learning.

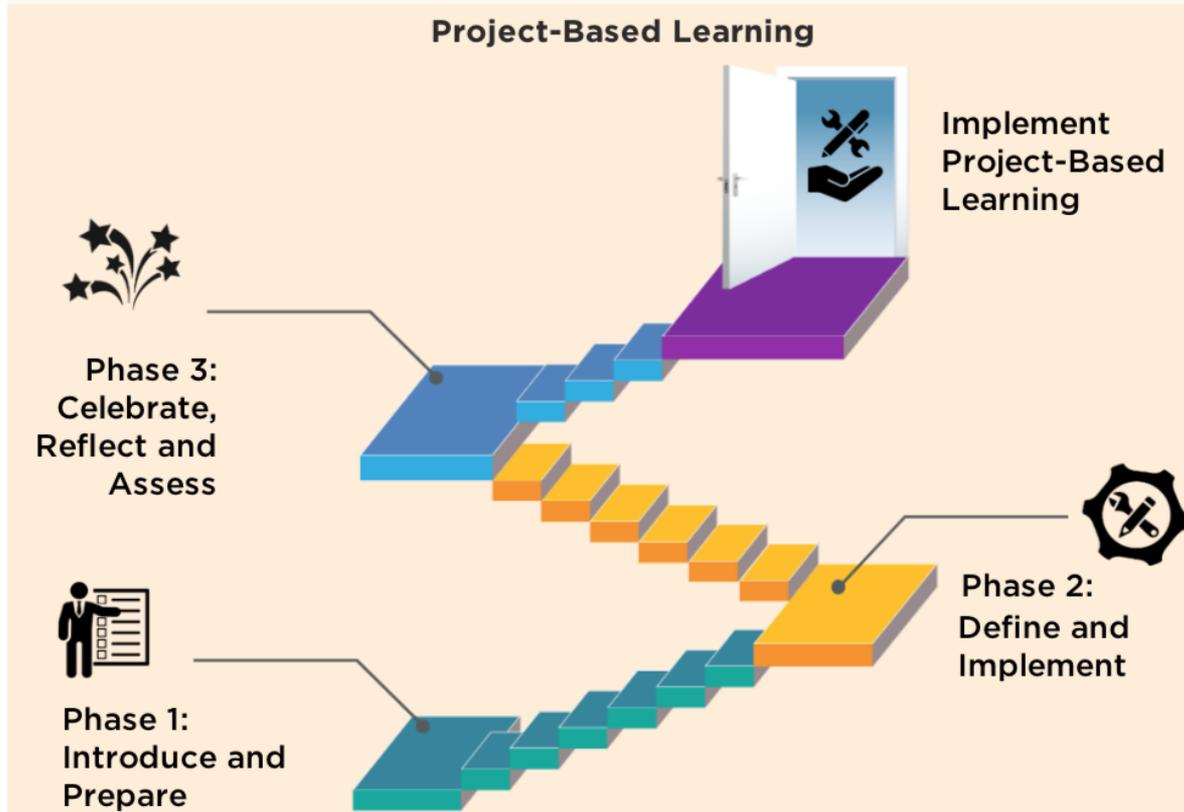


Use the [Project-Based Learning Planning Checklist](#) to record your ideas for reflecting on and assessing the learning.





# The Three Phases of Project-Based Learning





# Preparation for Tomorrow's Session

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## Project-Based Learning Success Story Challenge

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What's your success  
story?





# Series Objectives



**1**

Explain the components of the Phase 3 of project-based learning.



**2**

Implement the steps to reflecting, assessing and celebrating projects.



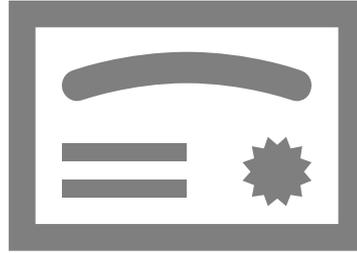
**3**

Use authentic resources and tools to support project-based learning activities.





# Certificates



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- Emailed within one week



# Contact

Visit [y4y.ed.gov](http://y4y.ed.gov)

[y4ywebinars@seiservices.com](mailto:y4ywebinars@seiservices.com)

