



PBL Projects for Learning and Engagement

How can we design meaningful and effective projects for our students?

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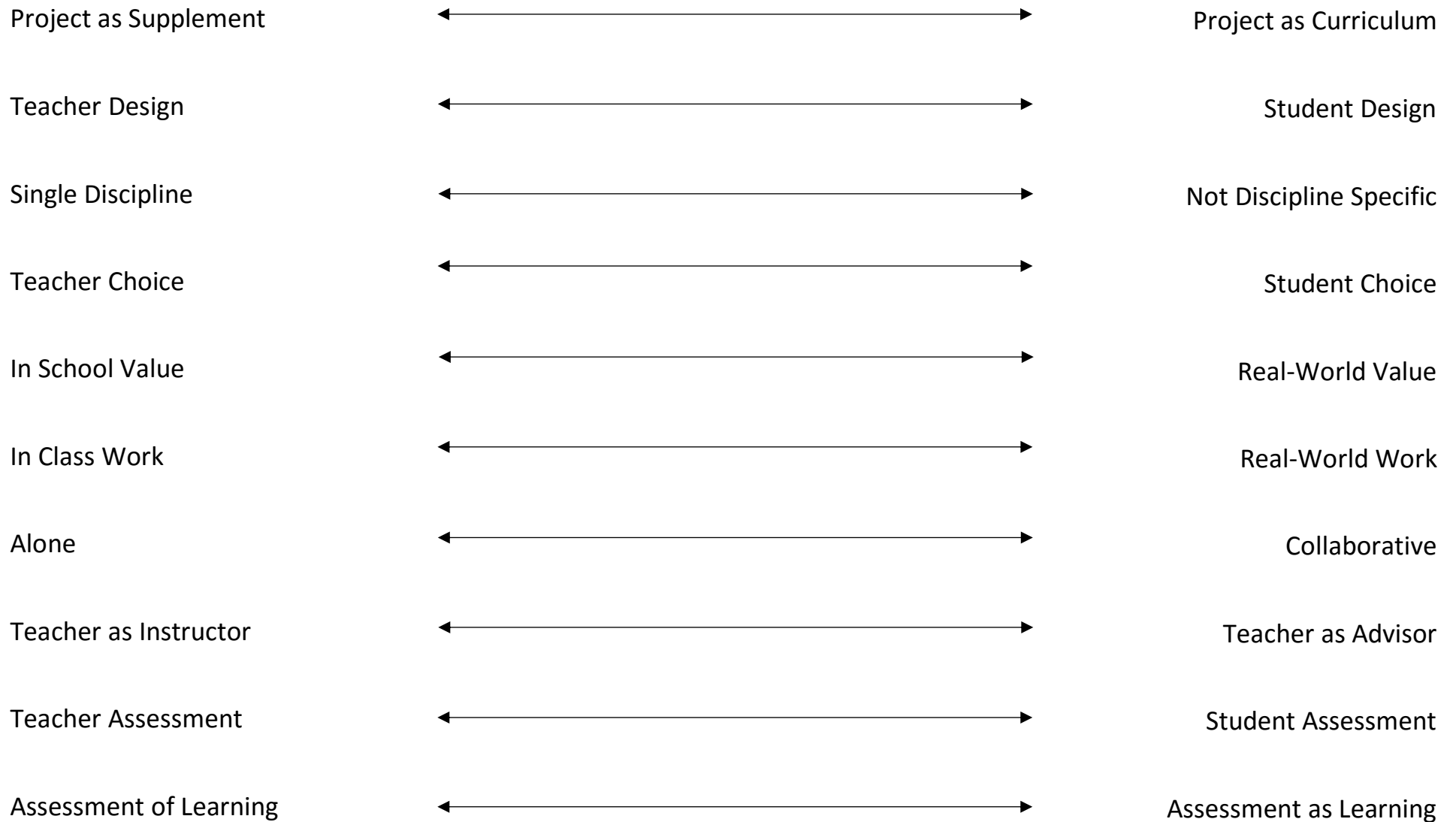
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Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?			
<p>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>			
<p>CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>			
<p>SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</p>			
<p>AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.</p>			
<p>STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>			
<p>REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.</p>			
<p>CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</p>			
<p>PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</p>			

Personalized PBL Continuum



Driving Question Activity

Write a driving question for the proposed project idea:

1. Students work to preserve the water quality of their region. They work with local experts to not only identify issues and problems, but also create campaigns and letters to get the community to improve the quality of the water.

Driving Question: _____

2. Students are given the project to convince voters to vote a specific way on a campaign or ballot issue. They work in teams to debate the topics, but then create individual campaign commercials and opinion writing pieces that are shared with parents the night before the election.

Driving Question: _____

3. Students discover how humans interact with nature in urban ecosystems. Students' research green building techniques, alternative transportation options and alternate energy. Student collaborate in both science and humanities classes to present their research in an Urban Ecology Magazine.

Driving Question: _____

4. Students assess the role of censorship in American society through a study of banned books in America. Students write a clear, well-developed essay to present their position on whether or not a book deserved to be banned at their school. In completing this essay, students were required to ascertain what role censorship could play within their high school community. Students complete a mock trial to convince a panel of experts whether or not a teacher, author, student, or school should be responsible for actions surrounding banned books.

Driving Question: _____

5. Students examine their kitchen to see if certain products are truly safe for use, and how to address "what if" spills in homes and community areas. They conduct experiments and pick specific products to make their parents aware of potential dangers of household products and also how they could clean up potential spills. They product pamphlets and create public service announcements.

Driving Question: _____

P R O J E C T D E S I G N : O V E R V I E W

Name of Project:	Duration:	
Subject/Course:	Teacher(s):	Grade Level:
Other subject areas to be included, if any:		

Key Knowledge and Understanding (CCSS or other standards)			
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving		Self-Management
	Collaboration		Other:
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)			
Driving Question			
Entry Event			
Products	Individual:	Specific content and success skills to be assessed:	
	Team:	Specific content and success skills to be assessed:	

P R O J E C T D E S I G N : O V E R V I E W

Making Products Public
(include how the products will be made public and who students will engage with during/at end of project)

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Resources Needed

	On-site people, facilities:
	Equipment:
	Materials:
	Community Resources:

Reflection Methods
(how individual, team, and/or whole class will reflect during/at end of project)

	Journal/Learning Log		Focus Group	
	Whole-Class Discussion		Fishbowl Discussion	
	Survey		Other:	

Notes:

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PROJECT DESIGN: STUDENT LEARNING GUIDE

Project:

Driving Question:

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)			