Implementing Project Based Learning

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Your Facilitator

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Session Objectives

• Understand why project based learning (PBL) is an effective approach to learning

• Identify Y4Y resources that assist with each key component of PBL

• Develop strategies to implement PBL in your program
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.

Tools

Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.
Join the Y4Y Community

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- Save your work in modules, including the notes in your Notebook
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- Have the option of receiving email newsletters keeping you informed about new developments to Y4Y, upcoming Webinars and other important afterschool news

You for Youth will collect no personal information about you unless you choose to provide that information to us. We do not give, share, sell or transfer any personal information to a third party.
Why PBL?

Research has shown that students who engage in project-based learning...

• Are more satisfied with the learning process
• Show increased critical thinking skills
• Are more likely to retain concepts in the long-term, and transfer concepts to new kinds of problems
• Are better prepared for work and life in the 21st Century
Driving Question

How can we utilize Y4Y to design and facilitate engaging projects?
Give Me Shelter

Example:  Project Based Learning in Maine
Tools/ Learn More Library/ External Videos
Characteristics of Successful Projects

• Include student voice and choice
• Focus on high-interest topics and questions
• Emphasize active learning
• Build 21st Century Skills
  • Critical thinking, teamwork, organization
• Result in a final product or event
• Opportunities for reflection
PBL as a Learning Strategy

• Student-directed
• Community-related topics
• In-depth learning
• Intentional focus on answering a question or solving a problem
Active Investigation

- Assign a timekeeper
- Indoor 5-minute field trip!
- Brainstorm project ideas around wheelchair accessibility
## Project Planner

<table>
<thead>
<tr>
<th>Driving Question</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td></td>
</tr>
<tr>
<td>Objectives for Learning and Development</td>
<td></td>
</tr>
<tr>
<td>Materials Needed</td>
<td></td>
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<tr>
<td>Implementation</td>
<td></td>
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</tbody>
</table>

### Planning Check
- Is the project
  - Based on youth interests?
  - Appropriate for the amount of time?
  - Engaging, interesting, sustainable?

### Planning Check
- Do the objectives
  - Reinforce, extend, or expand on what youth already know or are able to do?
  - Clearly specify outcomes?
  - Tied to demonstrations and documentation of learning?
  - Connect with skills or knowledge needed for success in school?

### 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, volunteers?
  - Conclude a culminating event?
  - Reflect, revisit?

### Tools
- Project Based Learning/ Plan and Implement
Driving Questions

What Goes Into A Good Question?

- Provocative
- Complex
- Intriguing
- Real-World
- Substantial
- Open-Ended
- Challenging
- Relevant
- Actionable

Learn/ Project Based Learning/ Introduction, page 14
Craft a Driving Question

As a group, create a driving question related to the “Active Investigation” activity.

Your question must meet the following criteria:

- Open-ended
- Relevant to the real-world
- Challenges students to use higher-order thinking skills
- Connected to youths’ lives
- Potential for actionable solutions

Image credit: Colin Kinner
Investigating Issues in Your Community

Step 1: Using your driving question, select a few research methods

Step 2: Based on your research methods, decide how you will report your findings

Tools/ Civic Learning and Engagement/ Plan and Implement
Building Academic Skills

• Find out what students are learning in school and understand the standards

• STEM, English Language Arts, Social Studies/Civics, Health, and more

• Be deliberate about building academics into your project

• Consider using a post-test, student survey, or other method to measure gains
Connecting to Learning Standards

Preparing America's students for success.

Learn why the Common Core is important for your child

Explore the Common Core

Understand how the Common Core was created

Learn More Library/Aligning With the School Day/Web-based Resources
Launch Event

- Kick-off the project with an engaging event
- Grab students’ attention and curiosity
- Examples:
  - Scavenger hunt
  - Mystery or surprise
  - Exciting guest speaker
Project Example
Forensics: Get a Clue

How are math and science put to work in the real world?

Grade: 6-8, Math, Science
Description: Middle school students become super sleuths as they learn and apply scientific investigation skills to solve a crime.
Your Turn: CSI

School Crime Scenario:
O’Leary Junior High School has a very strong tennis team. In fact, they have qualified for the national championship. When Coach Larson came back to school after a weekend, she went to get some tennis rackets for the team’s practice and discovered that ten rackets were missing.

• Brainstorm the steps to solving the crime
• Write up a list of 3-5 investigative questions
• Do a gallery walk when you’re done
Project Activities

• Hands-on, authentic, and solutions-oriented

• Meet parameters such as time, budget, staffing

• Examples:
  • Conducting interviews or surveys
  • Researching primary documents
  • Community mapping
Project Example
Flat Stanley

Are we really so different from others?

Grade: 3-5, Social Studies

Description: By sending a flat friend on vacation, children learn about life in other countries and get an opportunity to host flat travelers from around the world.

Learn More Library/ Project Based Learning/ Lesson Plans and Activities/Intel’s Project Based Units
Facilitating Youth Input

- Leading vs. Facilitating
- Keeping discussion on track
- Creating a safe environment
- Creating guidelines and setting parameters

Tools/PBL/Plan and Implement/Guidelines for Group Discussion
Practicing Facilitation

- Practice makes perfect – being a good facilitator takes time
- Get feedback from peers and your supervisor
- Remember – guide on the side, not sage on the stage

You For Youth / Project-Based Learning

**Challenges and Ideas**

- **Challenge:** Participants do not contribute or are hesitant to contribute to the conversation.
  - **Idea:** Don’t put people on the spot or “force” participation. Suggest or provide opportunities for hearing in pairs, threes, or small groups for periods of time.

- **Challenge:** One person dominates the conversation.
  - **Idea:** Ask the rest of the group for ideas or comments. Acknowledge the person’s contributions and invite others to respond.

- **Challenge:** A participant makes vague statements.
  - **Idea:** Ask for clarification, examples, or illustrations of points. Encourage rephrasing and summarizing, asking “Is this an example of what you mean?” or similar questions.

- **Challenge:** Participants become tense or argumentative.
  - **Idea:** Reframe the point the person is making to be sure they feel heard. If needed, acknowledge strong feelings, and revisit the group agreements about how to discuss through disagreement.

- **Challenge:** Everyone seems to have said all they have to say.
  - **Idea:** Ask for group consensus. If none, summarize what has been said and encourage the group to narrow their choices.

- **Challenge:** The discussion goes off topic.
  - **Idea:** Ask for summaries of what’s been said so far and ask what more needs to be discussed.

- **Challenge:** Participants begin to go around.
  - **Idea:** Call for a stretch break; move on.

- **Challenge:** Some people are not participating.
  - **Idea:** Break into small groups, pairs, etc., with clear discussion questions.

Teach/ PBL/ Trainings to Go/ Getting and Using Youth Input
Demonstrate Learning: Culminating Product or Event

• Project culminates in a final event or product
• Celebrate learning, achievement
• Public demonstration
  • Inventors’ fair
  • Community meeting and presentation
• Play with original script
Video

Culminating Event Examples

Watch this video. You’ll see two very different projects, two very different culminating events and two very successful project-based learning experiences.
Document the Learning

- Align with overall project objectives
- Portfolios, project logs, self-assessments, etc.

**Document the Learning**

**How will learning be documented?**
- Checklists of tasks, products completed.
- Rating, scoring, or assessment of processes, products, or demonstrations against a rubric.
- Portfolio content, tied to objectives.
- Reflection logs or journals by youth.
- Self-assessments completed by youth completing project.
- Peer assessments of demonstrations and culminating events.
- Assessments provided by outsiders.
- Other.

**What will be done with the documentation of learning?**
- Provide to classroom teachers.
- Provide to youth.
- Use in discussions with parents.
- Display.
- Keep as program record.
- Use to revise projects or PBL processes.
- Other.
Reflection

- Encourage student to reflect on their learning and process
  - What were the challenges?
  - What did they accomplish?
  - Are there next steps?
- Consider group discussion, journals
- Document learning
Register

Online Professional Learning and Technical Assistance for 21st CCLCs

Learn | Teach | Tools | Network

Y4Y › Join

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Questions?

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