

Not a Babysitter



Learning



Designer!



How?



Master Project- Based Learning

In **5** Simple Steps!

Objectives

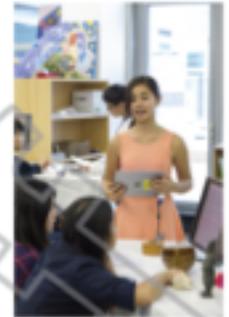
- * Identify the “Big Five” components of well- design PBL experiences
- * Understand how the “Big Five” components of PBL work together in project design
- * Understand how to determine the topic and focus of our own



The Gallery Walk



* Good projects are **student-centered**



The Identity Project

Description: In this project, students explore their third culture identities from culture, to cuisine, to personal preferences. They completed science projects around questions around their preference, an essay to explore culture, and create detailed maps showing their travels. The result was professionally published ebooks.



Driving Question: How do we teach others about our third culture identities?

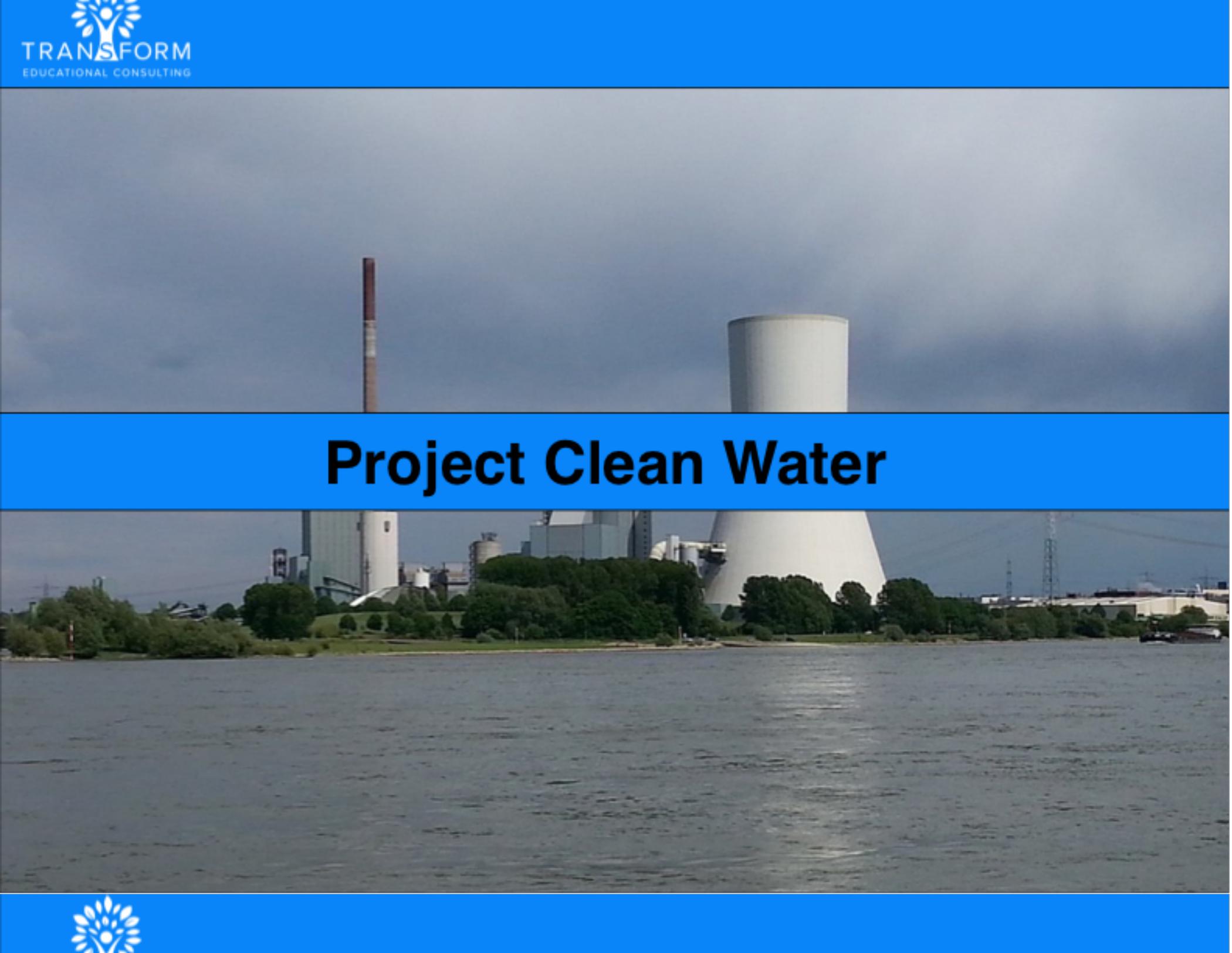
Product/ Performance: Students published and presented professional ebooks around their third culture identities.

Content: Expository writing, geography, scientific method, data collection, public speaking.

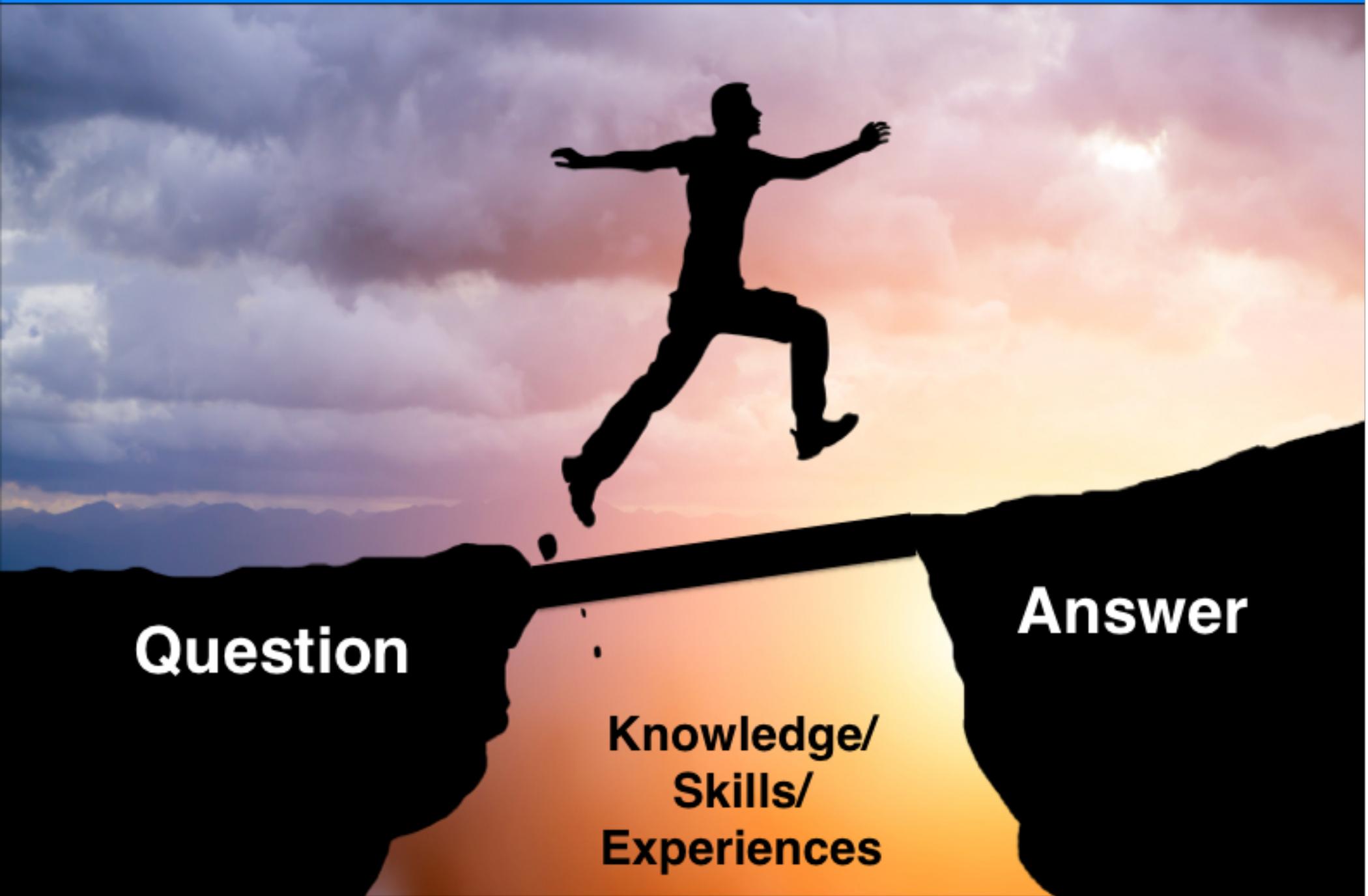
Timeline: 6 weeks



What are the **five simple steps for project design?**



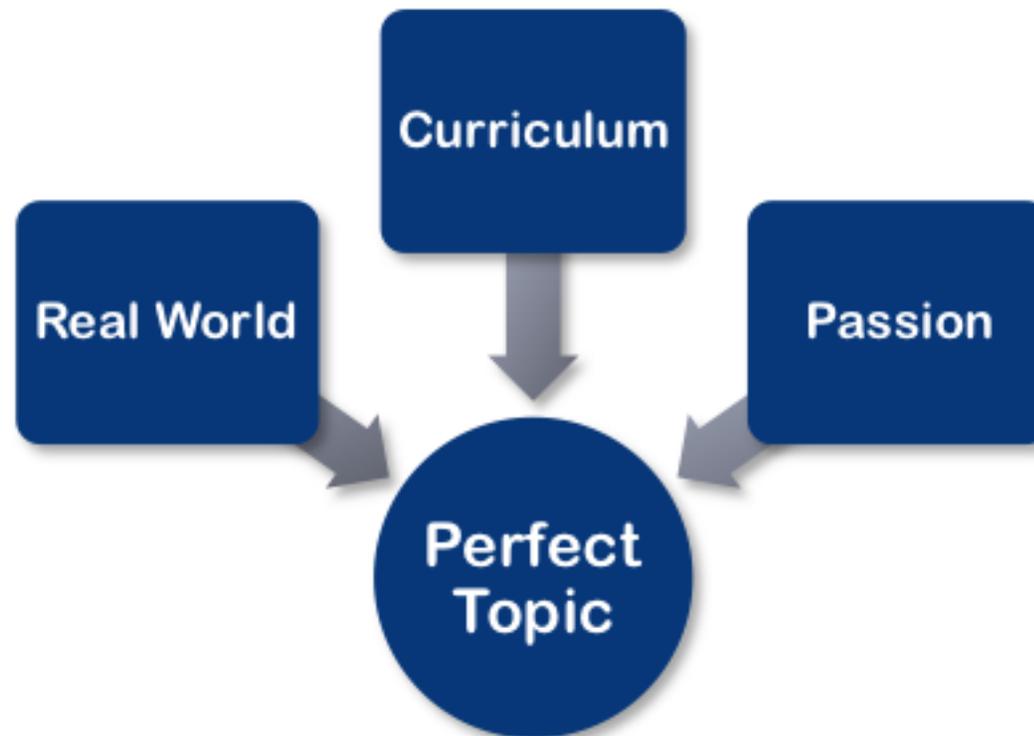
Project Clean Water



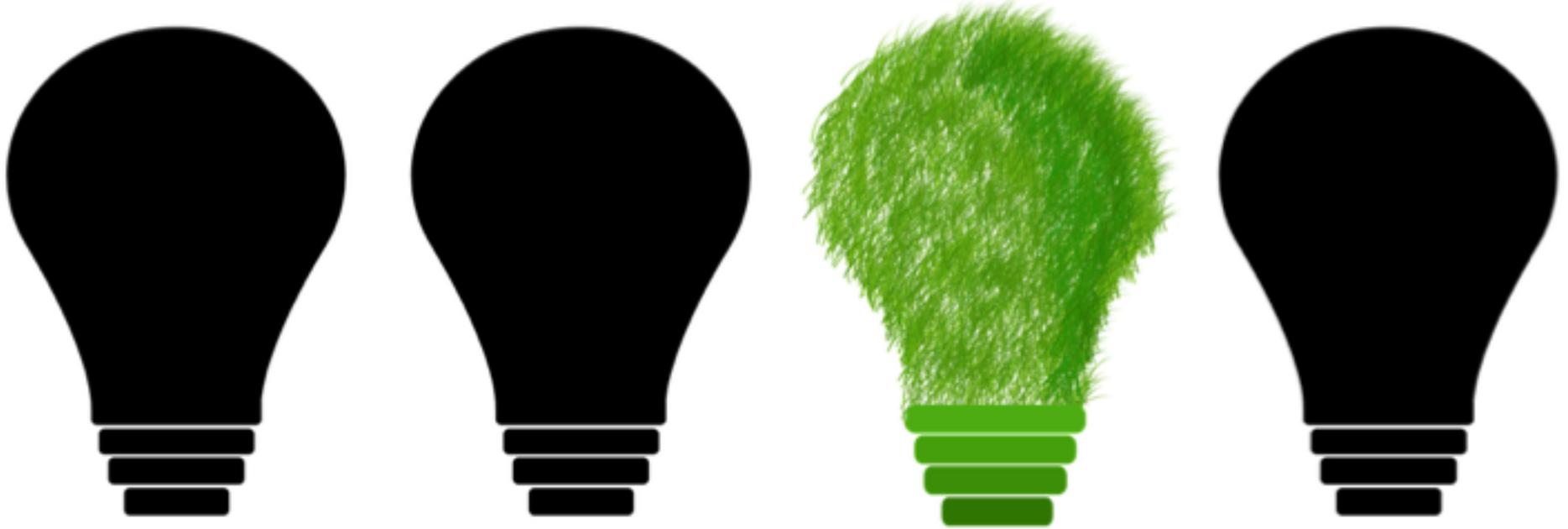
**How do you determine the
topic for a project?**



The Perfect Topic



Topic: Sustainability



Step One: The Driving Question





Question

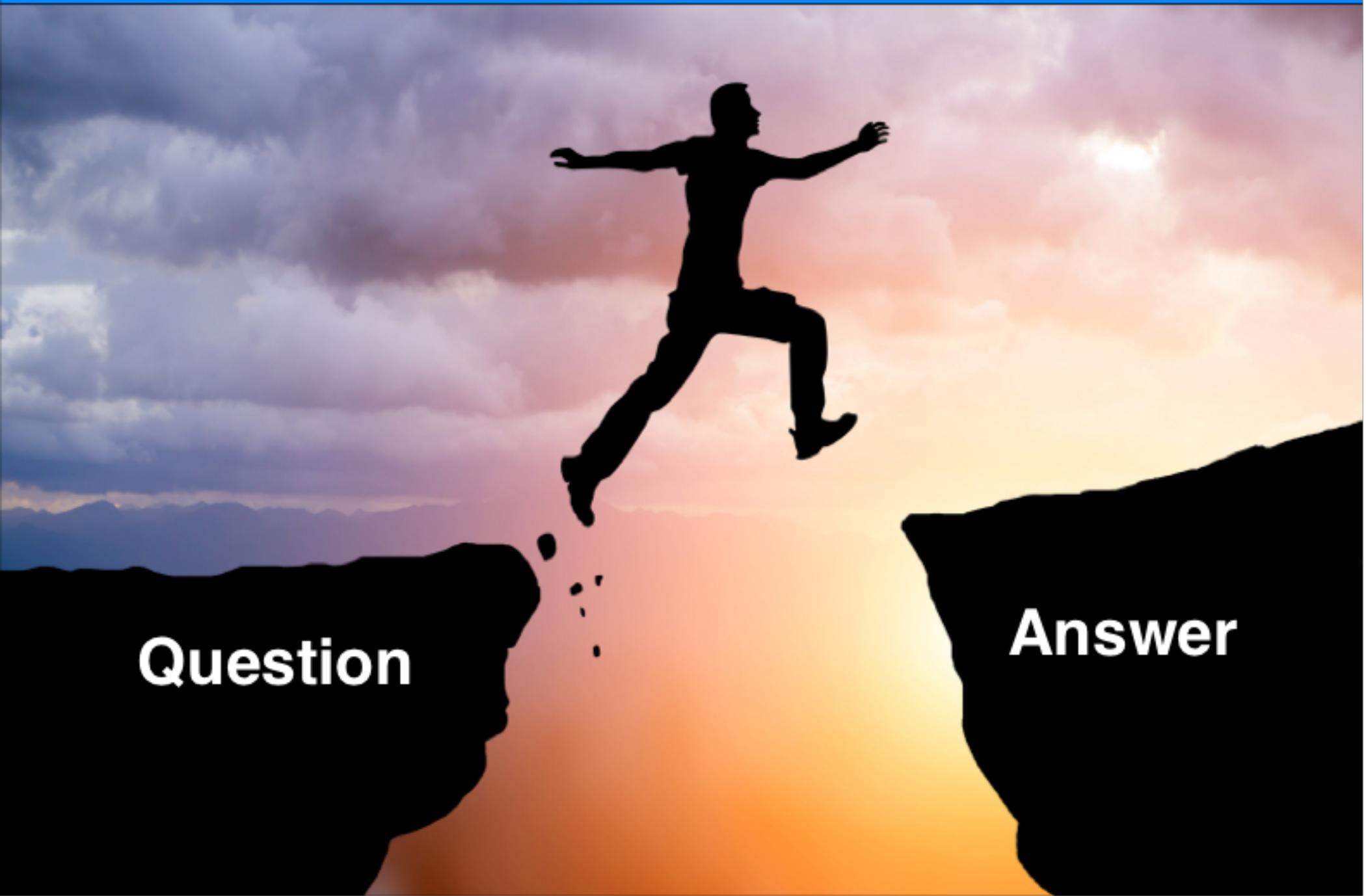
How do use **data to make a
positive impact on our **local
waterway?****

Step Two: The Final Product/ Exhibition



Start with the **end** in mind



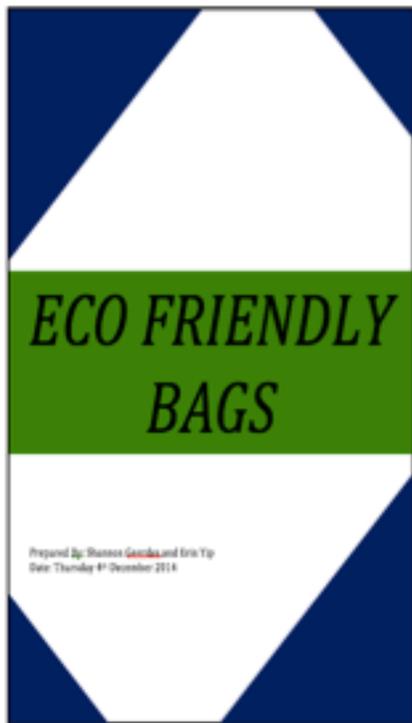


Question

Answer



Produce an **innovation** and **proposal** that improves water quality



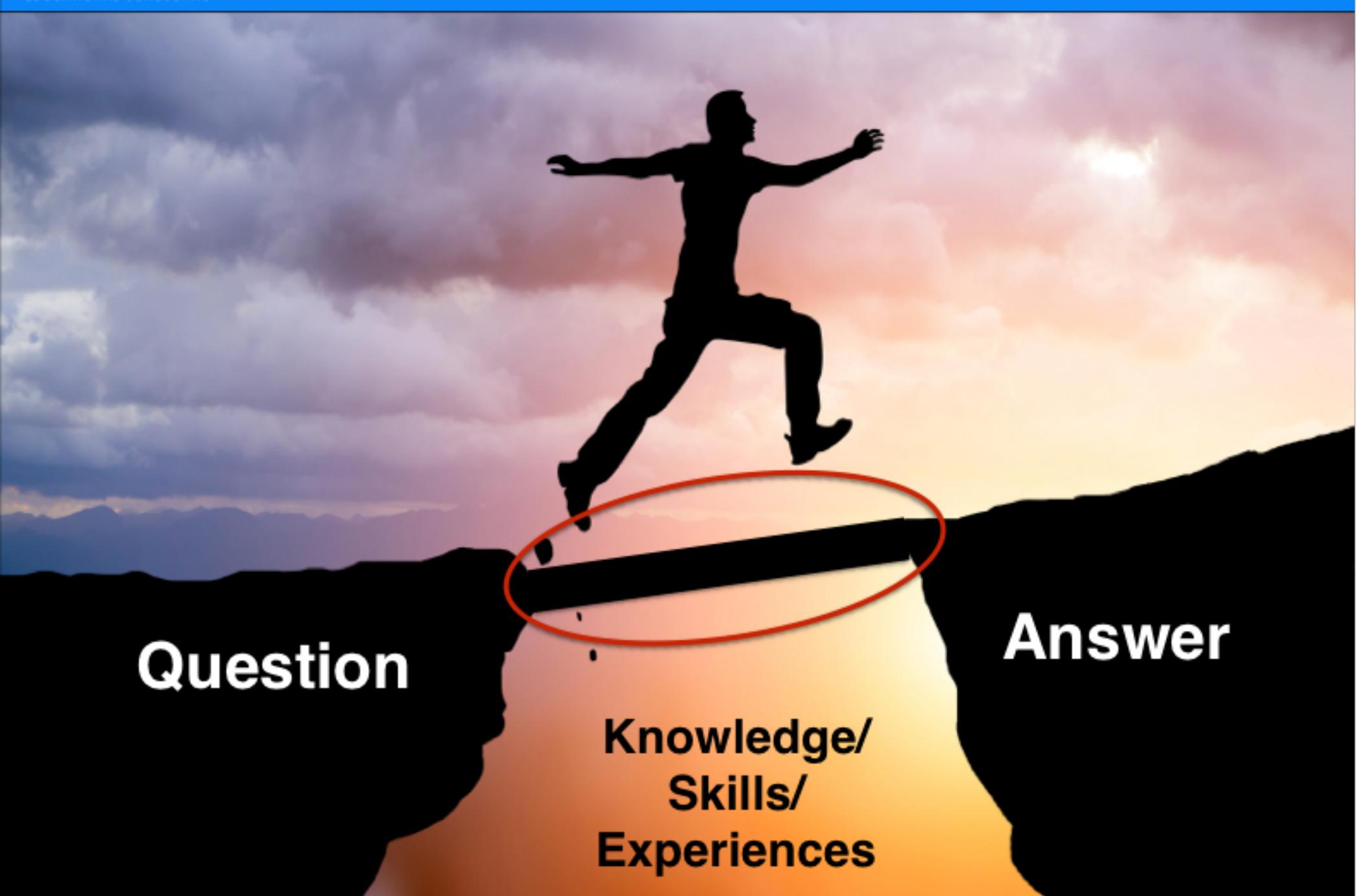
Proposal

Innovation



Step Three: In- Depth Inquiry/ Need to Know





Question

Answer

**Knowledge/
Skills/
Experiences**



What do students **need to know to
be successful in the project?**



In- Depth Inquiry

What is polluting our local waterways?

What are ecosystems? How are they impacted by water pollution?

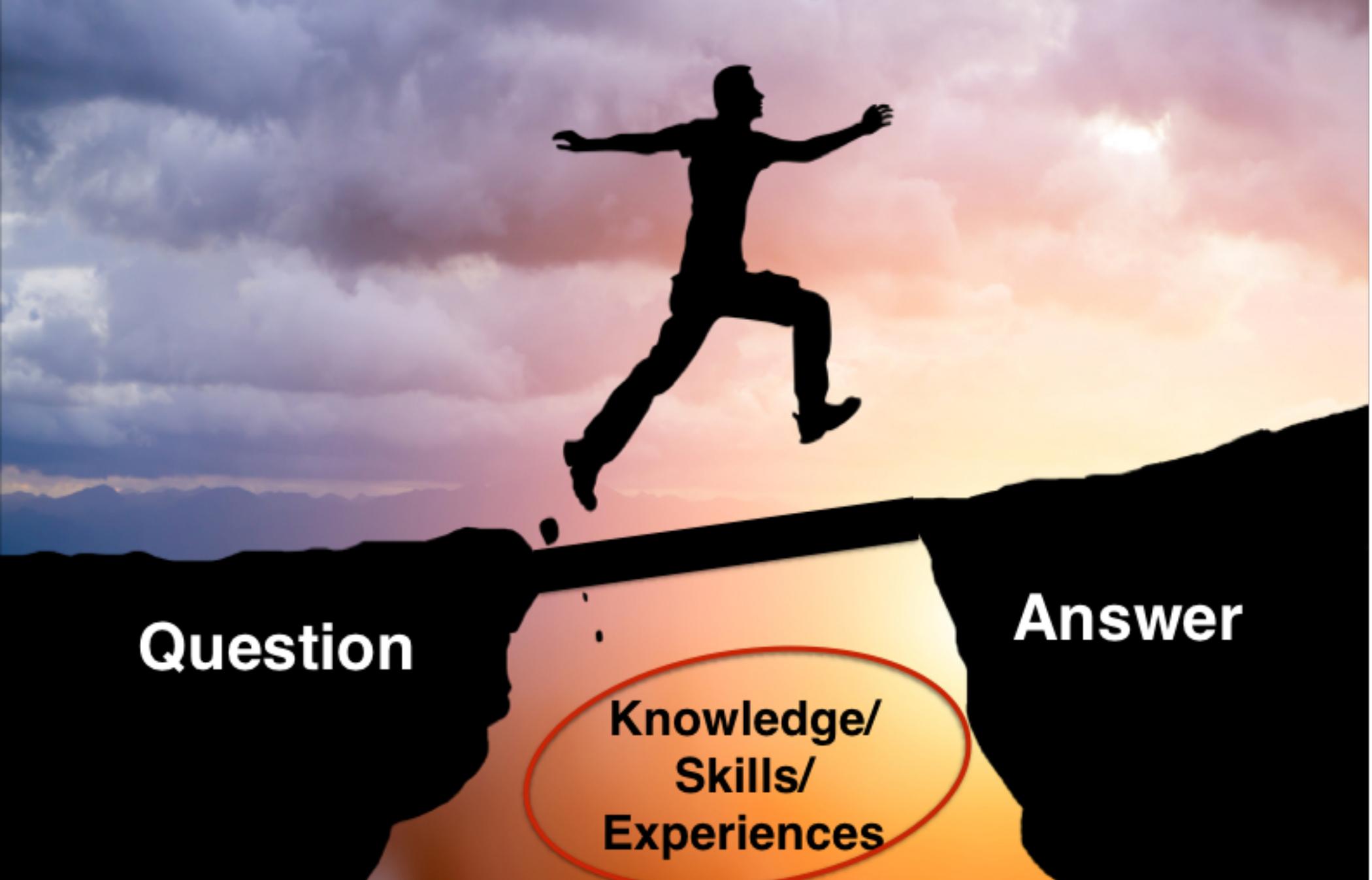
What organizations regulate our waterways? How do we connect with them?

Where are local waterways? How does geography and human behavior affect their equilibriums?



Step Four: Determine significant content/ skills and experiences





Question

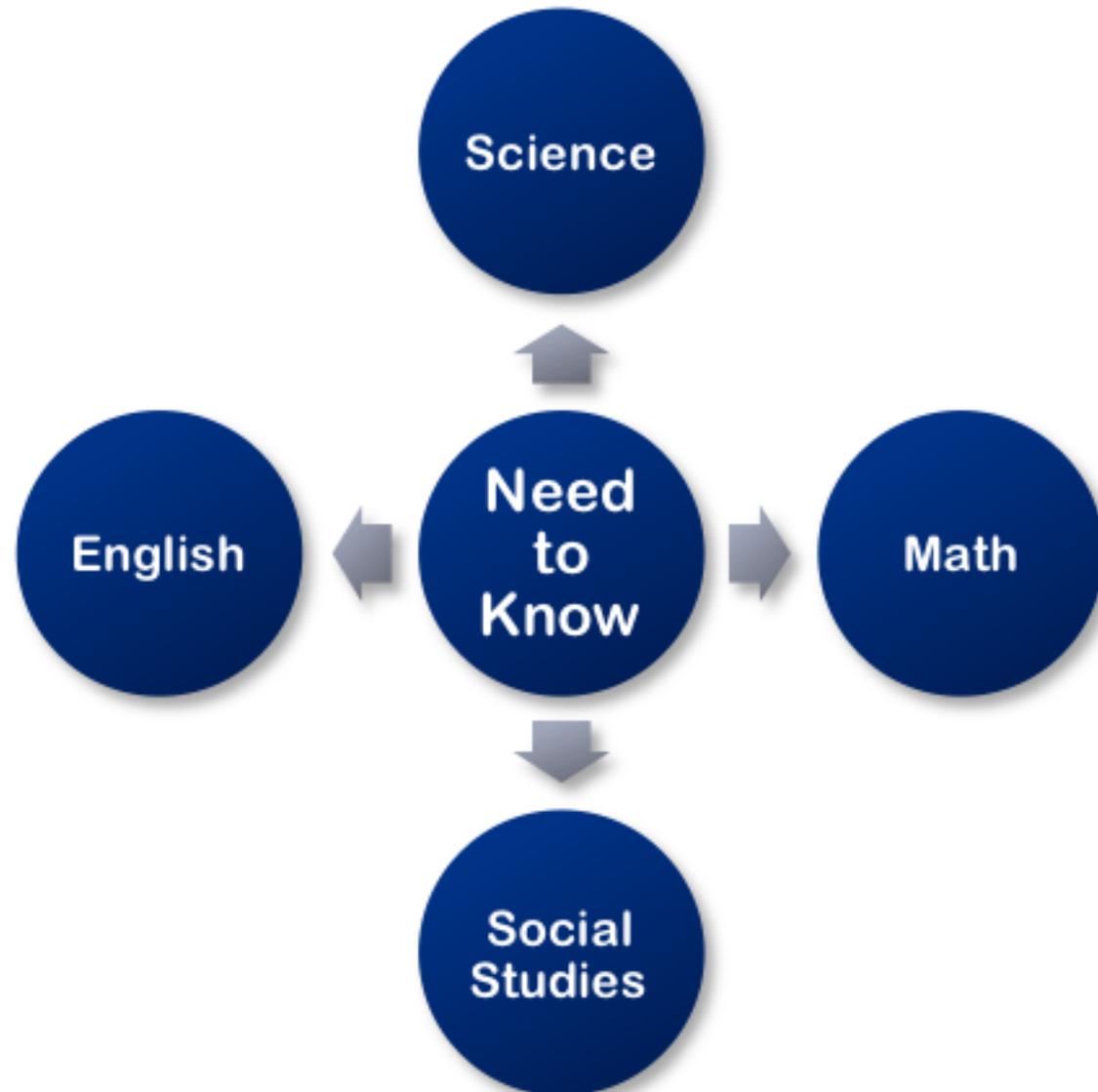
Answer

**Knowledge/
Skills/
Experiences**



TRANSFORM
EDUCATIONAL CONSULTING

Significant Content



How do they learn the content?



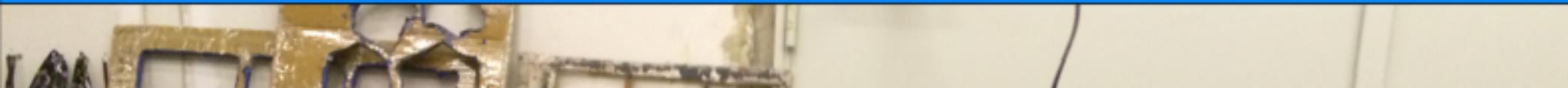
Experts Talks/ Coaching



Out of School Experiences

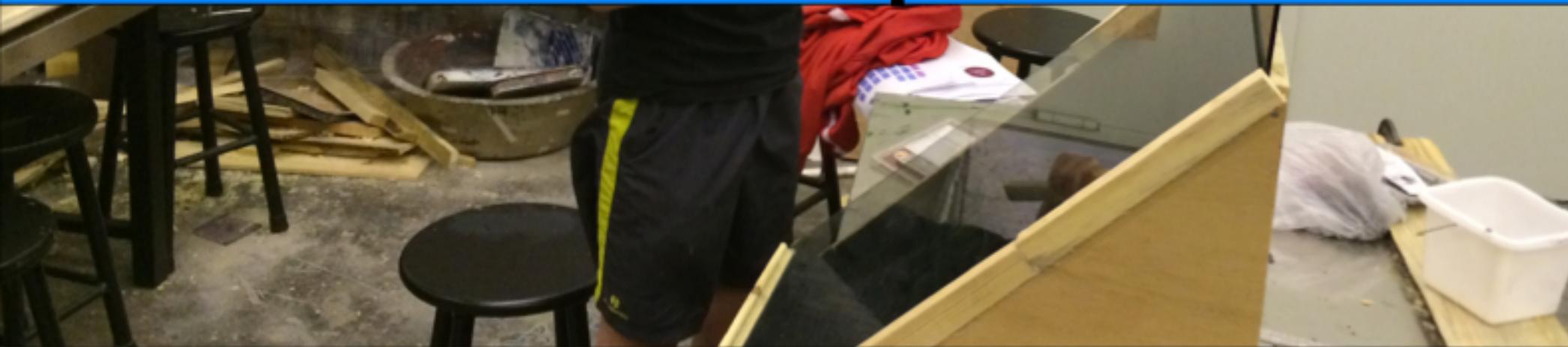


TRANSFORM
EDUCATIONAL CONSULTING



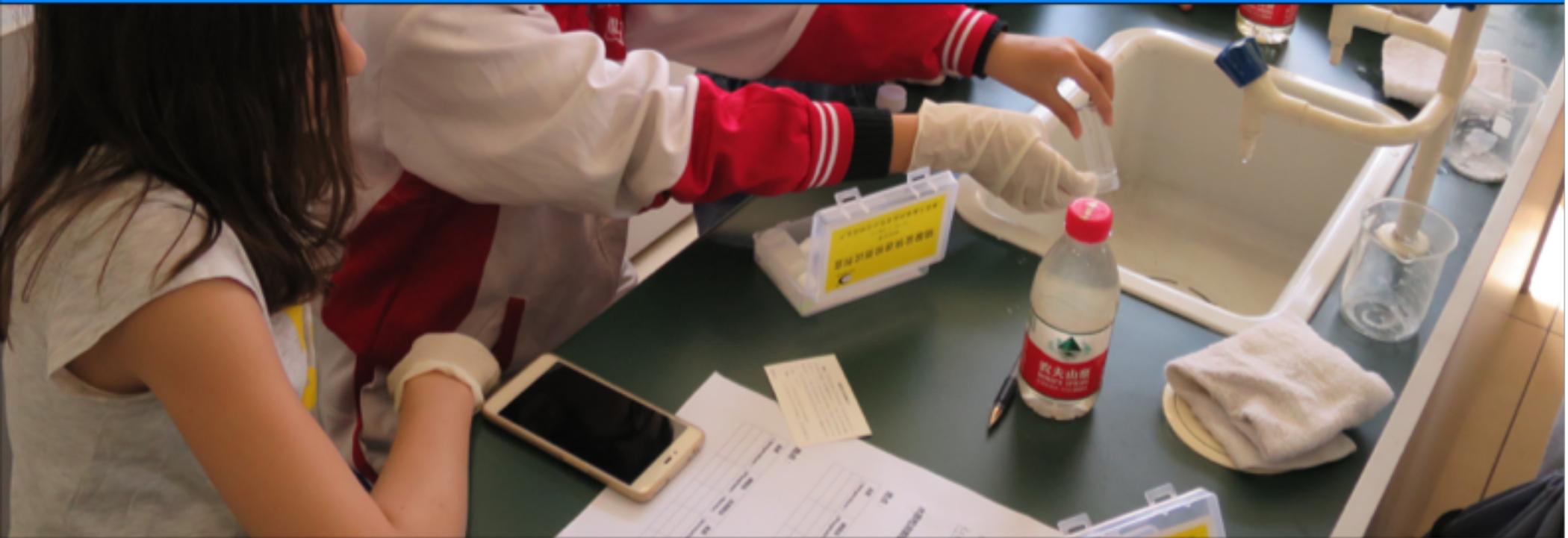


Hands-On Experiences





Collaborative Work

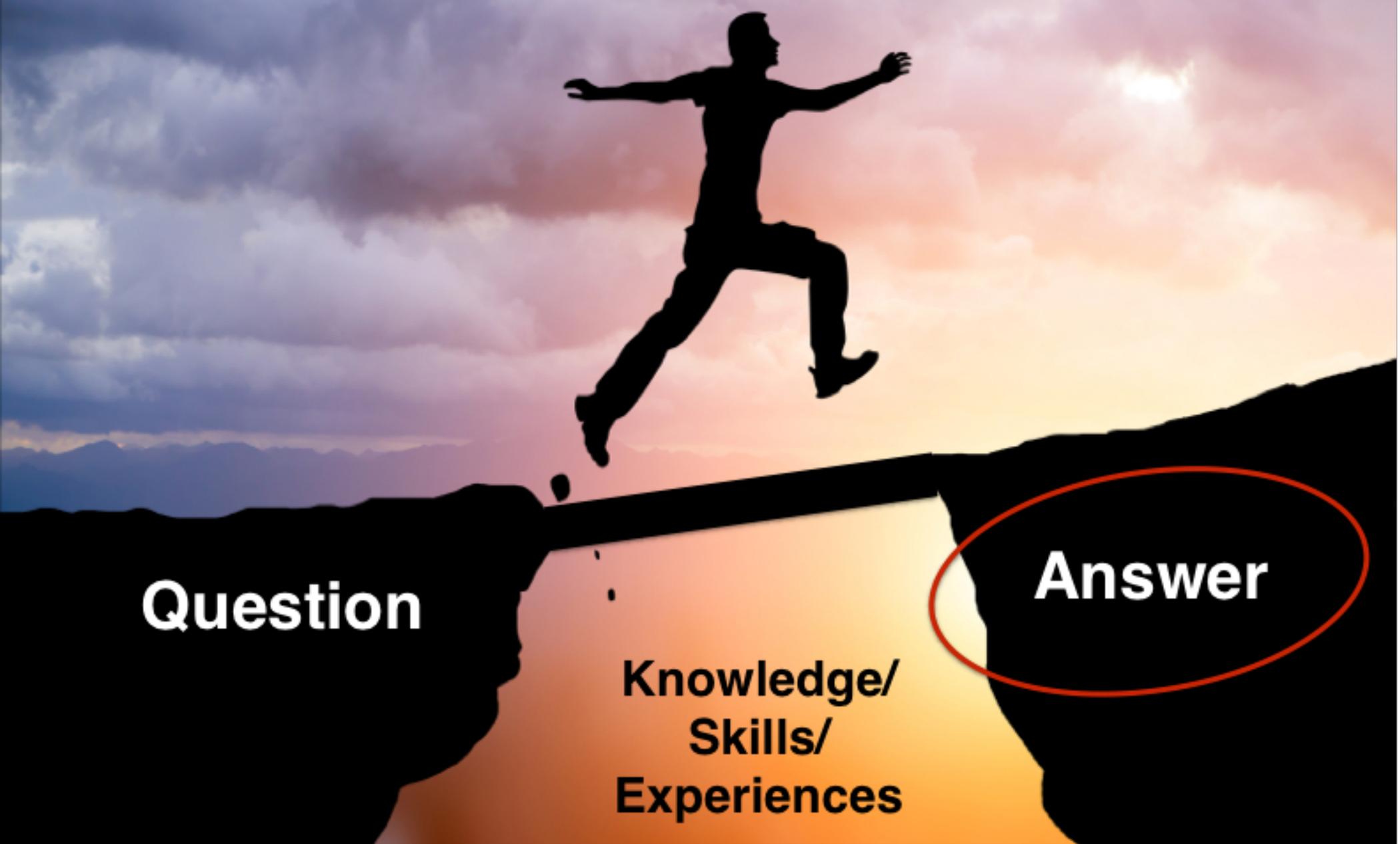


TRANSFORM
EDUCATIONAL CONSULTING

Step Five: Exhibition



TRANSFORM
EDUCATIONAL CONSULTING



Question

Answer

**Knowledge/
Skills/
Experiences**

Who's an authentic audience for their work?



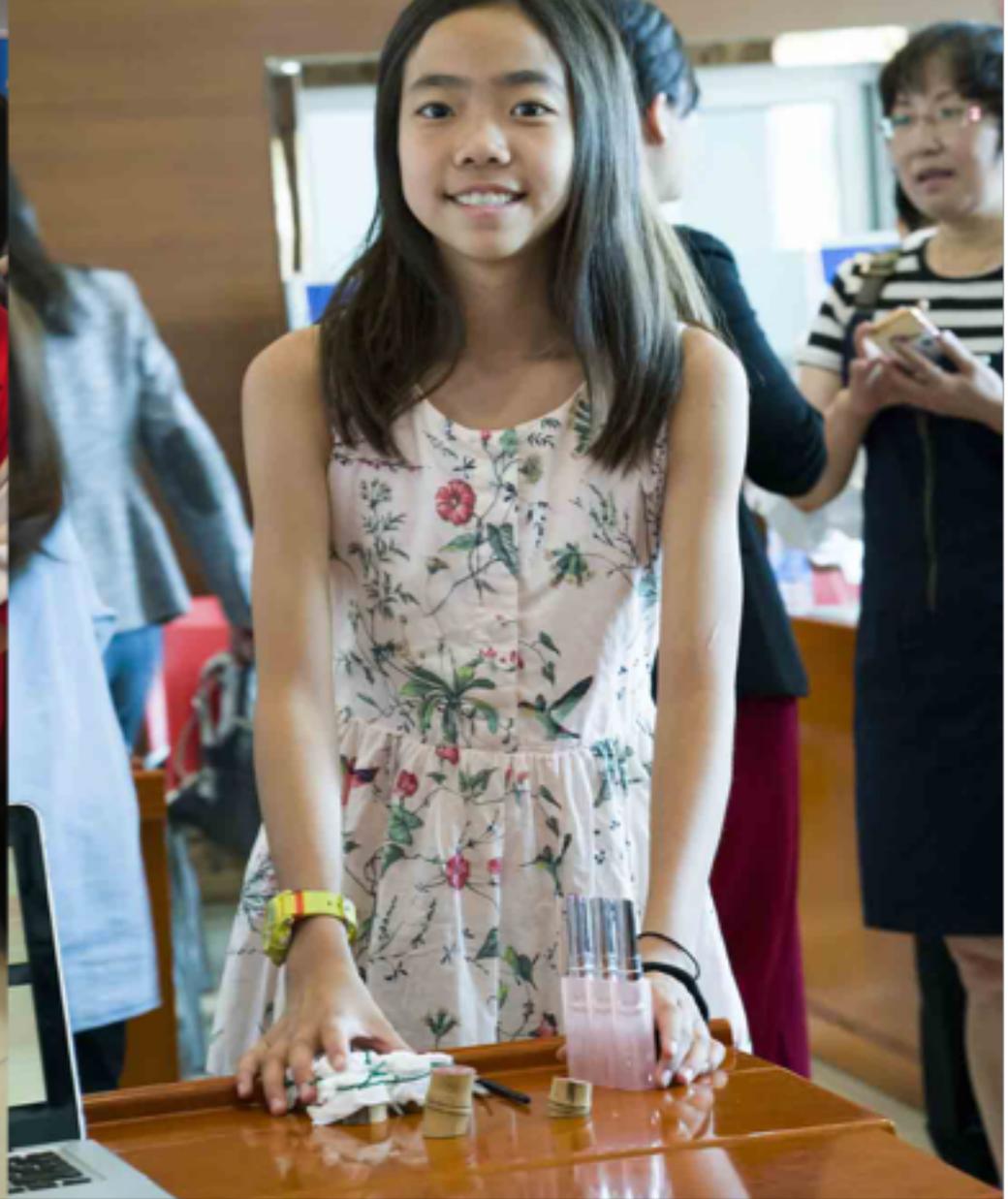
TRANSFORM
EDUCATIONAL CONSULTING





TRANSFORM
EDUCATIONAL CONSULTING





Review:

Review.

- Step One:** Establish a Driving Question
- Step Two:** Determine final product
- Step Three:** Develop inquiries
- Step Four:** Identify “need to know” content/
experiences/ skills
- Step Five:** Plan exhibition for authentic audience



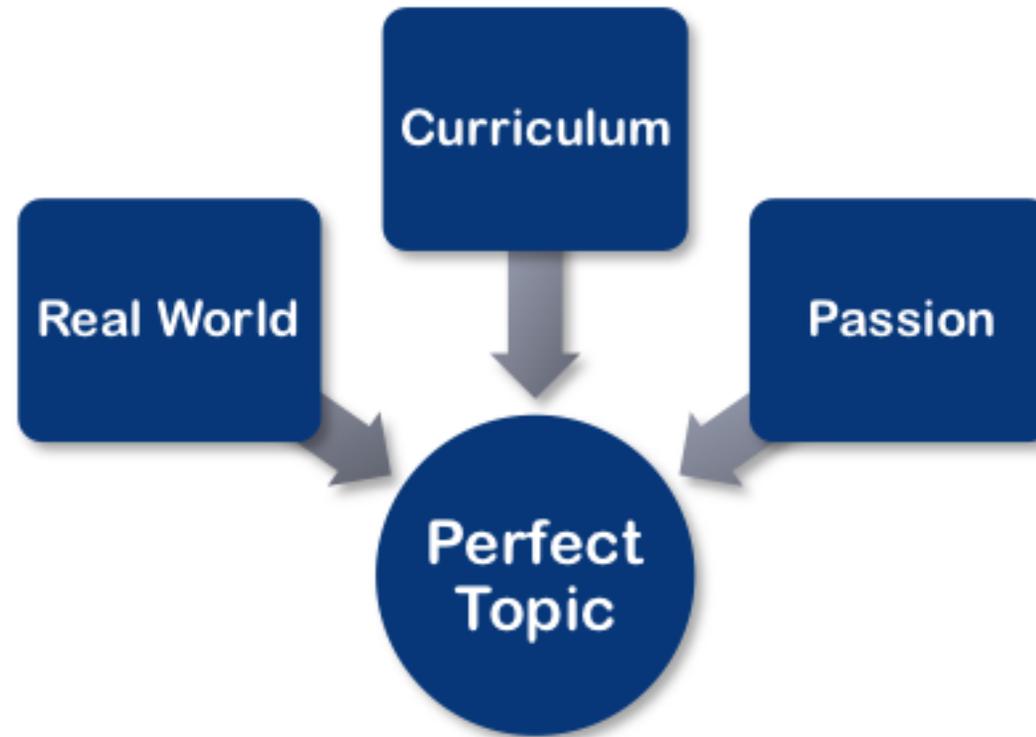
Your turn...



TRANSFORM
EDUCATIONAL CONSULTING

The Perfect Tonic

The Perfect Topic



**How do I bring this
to my school?**





Two-Day PBL
Workshop

Schedule by May 1st,
2017



Project- Based Learning Workshop



TRANSFORM
EDUCATIONAL CONSULTING



transformschool.com



kylewagner@transformschool.com

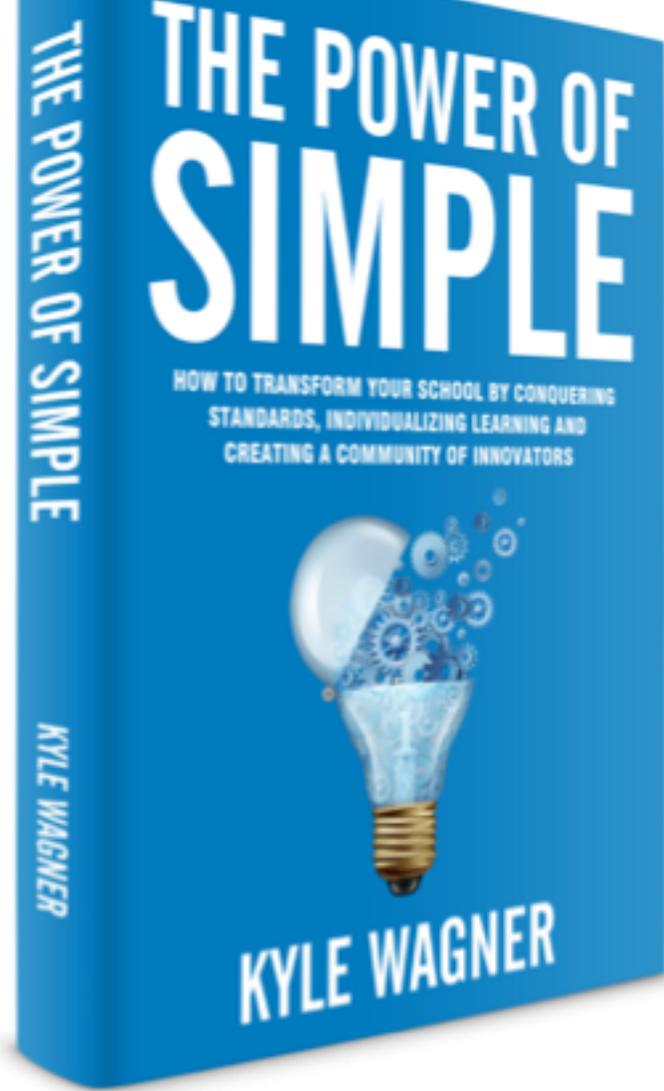


(619)-733-4450



TRANSFORM
EDUCATIONAL CONSULTING







SAMPLE PROJECT

Name of Project: Project Clean Water	Length of Time: 8 weeks												
Subject/ School: International School of Beijing/ Futures Academy/ Cross-curricular	Instructor Name (s): Kyle Wagner Grade Level: <i>Grade 7</i>												
Project Summary: (full description of problem, challenge, action students will take, etc.) Students will create a proposal and simple innovation based on data that helps make an improvement on a local waterway.													
Driving Question: How can we use data to make a positive impact on a local waterway?													
In Depth Inquiry (Supporting Questions that leads to significant content)	How do we collect and analyze data on waterways? What are our local waterways? What are the main causes of water pollution? What are some solutions people have already undergone to help curb water pollution? What effect does water pollution have on local ecosystems? What are current methods of waste disposal? Are there current laws against water pollution? What are they and how can we better enforce them?												
Significant Content (Knowledge and Skills)	Data Analysis. Statistics. Qualitative and quantitative data. Water cycle. Primary and Secondary Research. Cause and Effect in History. Chinese dialogue. Argumentative and expository writing.												
Exhibition/ Product (what will students create/ exhibit?)	<p>Main Product/Performance: Students will create a proposal and innovation.</p> <p>Assessment #1: Data Analysis mini- presentation.</p> <p>Assessment #2: Proposal for diverse environmental board.</p>												
21st Century Skills (What 21 st century skills will you teach? Which will you assess?)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Creativity and Innovation</td> <td style="text-align: center;">X</td> <td style="border-bottom: 1px solid black;">Problem Solving</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Collaboration</td> <td></td> <td style="border-bottom: 1px solid black;">Leadership</td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Critical Thinking</td> <td style="text-align: center;">X</td> <td style="border-bottom: 1px solid black;">Other:</td> <td></td> </tr> </table>	Creativity and Innovation	X	Problem Solving	X	Collaboration		Leadership		Critical Thinking	X	Other:	
Creativity and Innovation	X	Problem Solving	X										
Collaboration		Leadership											
Critical Thinking	X	Other:											
Entry Event (How will you launch the project? How will you engage students?)	Take students to a local tributary of the Wenyu River to take water samples and pose inquiries.												

PBL Quick Planning Guide

Name of Project:	Length of Time:
Subject/ School:	Instructor Name (s): Grade Level:

Project Summary: (full description of problem, challenge, action students will take, etc.)

Driving Question:

In Depth Inquiry
(Supporting Questions that leads to significant content)

Significant Content
(Knowledge and Skills)

Exhibition/ Product (what will students create/ exhibit?)

Main Product/Performance:

Assessment #1:

Assessment #2:

21st Century Skills (What 21st century skills will you teach? Which will you assess?)

Creativity and Innovation

Problem Solving

Collaboration

Leadership

Critical Thinking

Other:

Entry Event (How will you launch the project? How will you engage students?)
