



# Project- based Learning Workshop

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<https://pdza.org/wp-content/uploads/2018/06/12-29-16-Dramatic-art-exhibit-featuring-sea-creatures-sculpted-from-plastic-pollution-opens-in-April-at-Point-Defiance-Zoo.pdf>

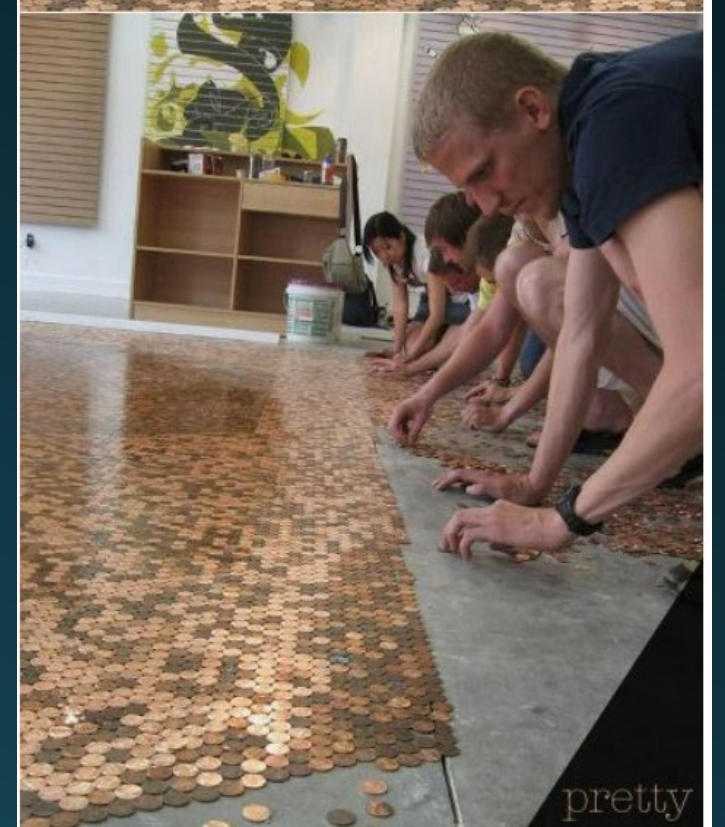


<http://kids-guernica.blogspot.com/>

<https://www.pinterest.ca/pin/329185054025203515/>



[https://www.pinterest.ca/pin/AZ5bk8L4Rw8f2MfRnUlaC\\_0kwGMABwNgh-VY0RmqA3Ydjl0oKnO4QxY/](https://www.pinterest.ca/pin/AZ5bk8L4Rw8f2MfRnUlaC_0kwGMABwNgh-VY0RmqA3Ydjl0oKnO4QxY/)



pretty



# Project-Based Learning Workshop Objectives

*By the end of this workshop, learners will be able to...*

- Identify key features of PBL
- Identify the stages of a project
- Develop a driving question with student input for project end goal
- Implement different group management strategies
- Use reflection as a key element of PBL to track learning and curriculum objectives
- Use and incorporate formative assessment (of the project stages) for final evaluation
- Examine project models and start to develop own projects

# Overview

Defining PBL

Project  
Design

Managing  
projects

Assessing  
projects

Project  
Development





# Defining PBL

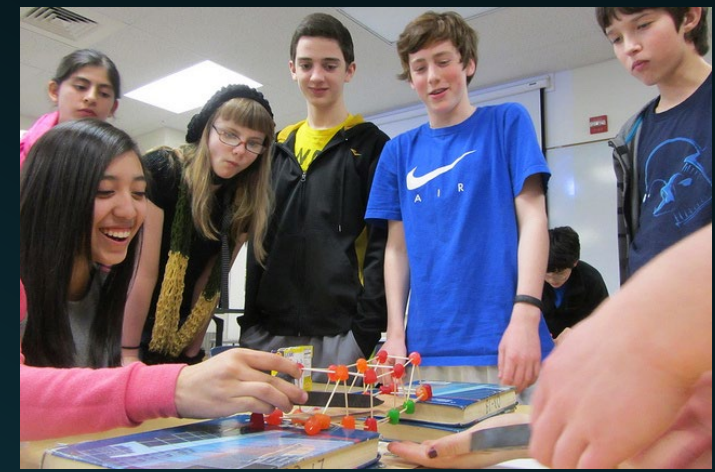
*"Project-based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge."*

-Buck Institute for Education



# Characteristics of PBL

- Theme-based plus linked tasks (Task-based learning joined to meet an end goal)
- Joint process of negotiation; cooperative necessity
- Plan which defines goals and procedures
- Experiential and holistic, meaningful and inquiry driven (driving questions)
- Process of discussion, experimentation, reflection and application of new insights to new cycles of experimentation (Kolb's Experiential learning)
- Learner autonomy
- Increased roles for teachers and learners
- Voice and choice in subject matter, timetable and 'end product'



# Project or Task?

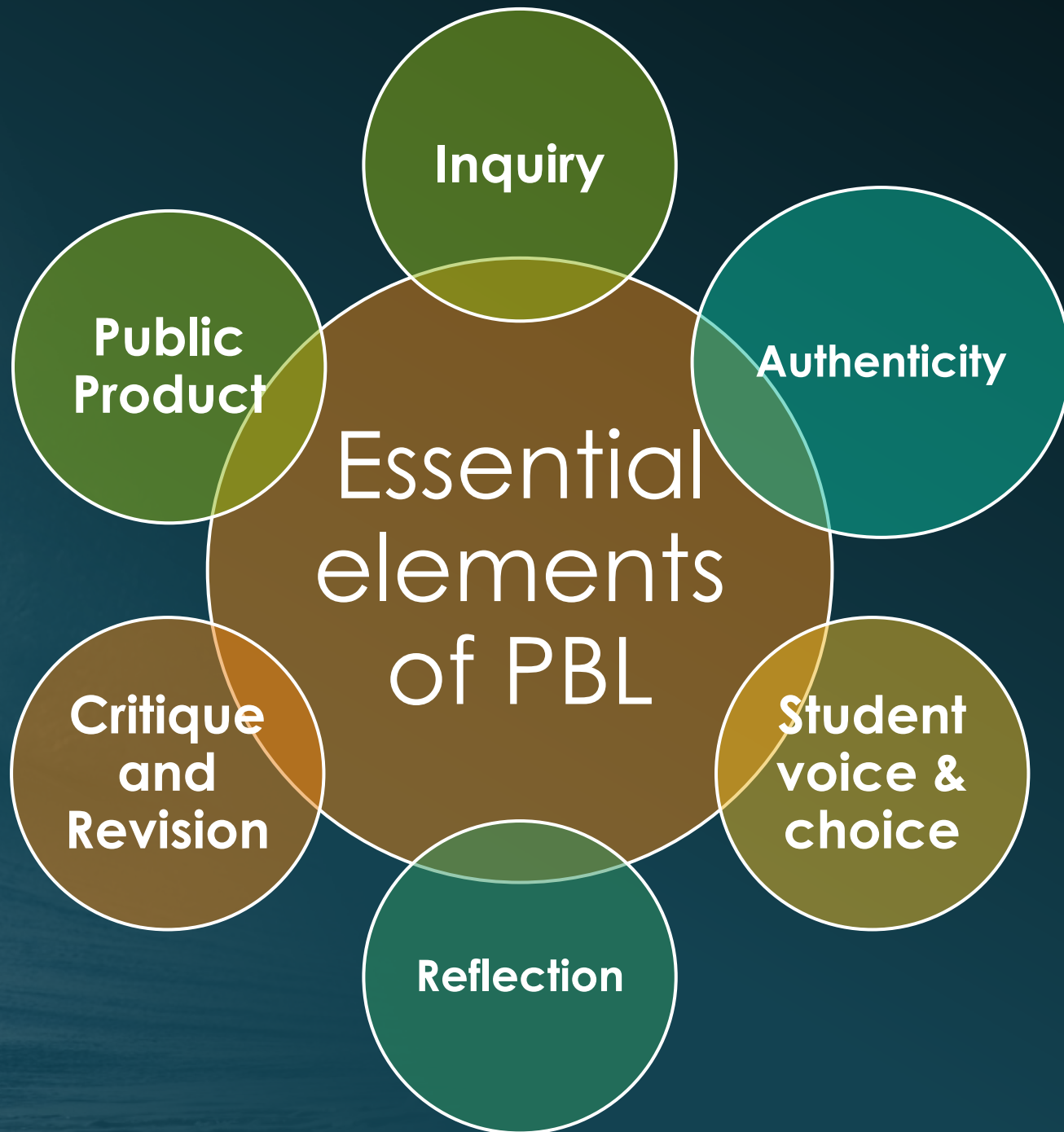
## Projects

- A scrapbook collection of writing/pictures/artwork
- A formal written report (team-based)
- A newspaper, magazine
- Out of class survey & data collection, summary
- A guidebook
- A podcast interview
- A performance or presentation
- Multimedia collection (radio, video)
- A fundraiser or event
- Interview(s) with someone in the community with post interview product

## Tasks (Willis, 1997, p. 194)

- Classifying words into categories
- Odd word out
- Memory challenges
- Ordering and sorting
- In-class surveys
- Tasks based on songs (gap-fill, discussion questions)
- Picture puzzles
- Pair/group work (\*think pair share) discussions
- Reading comprehension questions and or discussion
- Brainstorming, fact-finding, comparing, matching
- Sketching a picture







# Project types

## Speaking and listening products

- Debate
- Dramatic or research-based role play/performance
- Open house/ presentation
- Panel discussion
- Podcast
- Narrated photo story\*
- Video commercial
- Video newscast

## Reading and writing products

- Photo essay
- Magazine article compilation
- Letter\*
- Research report
- Short story
- Survey report

You can integrate the skills depending on your course. E.g. An oral presentation could be done of a team's artwork, explaining the various techniques, which could be followed by a written self-reflection on each piece by each team member.



# Reflect

Do you have any questions about defining PBL?





# Project Design

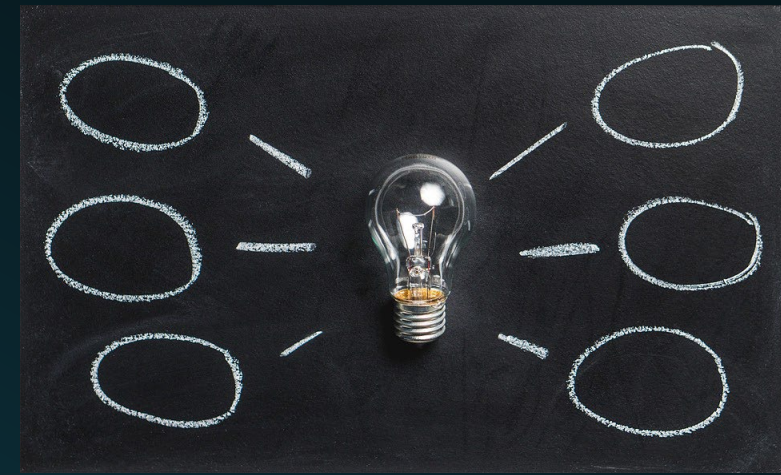
How do I get started?



# How to Design a Project

1. Identify significant content and skills
2. Write a driving question
3. Choose product type and write product description (include authenticity!)
4. Give students voice/choice
5. Carve out time for reflection
6. Provide critique and revision opportunities
7. Determine how to make the product public
8. Assess across a range of work. (Formative/summative)

*\*Remember it's the PROCESS, not just the product!*





# 1. Identifying Significant Content and Skills

- Ensure focus is on key knowledge, understanding and success skills.
- Ensure product requires students to demonstrate mastery of important learning goals.
- Establish upfront criteria for success in clear, student-friendly language.
- Keep students focused on providing evidence of mastery of the standards.
- Standards aligned rubrics set clear and transparent shared expectations for student products.



# Example: BC Grade 11 Visual Arts Outcomes

**1**

**▶ VISUAL ELEMENTS AND PRINCIPLES OF ART AND DESIGN**  
*(Perceiving/Responding)*

Students perceive and respond to images in ways that demonstrate their understanding of the visual elements and principles of art and design.

*It is expected that students will:*

- critique the use of the visual elements and principles of art and design in a variety of media artworks
- identify symbolic and cultural associations of particular visual elements and principles of art and design in media arts
- compare the application of particular visual elements and principles of art and design in selected media artworks

Critique= say what you like/dislike and why

Elements? Principles?

Example?

How would you adjust the above learning outcomes to be more student-friendly and ensure students understand what is expected?



# Learning objectives: Setting up the project

## Questions for consideration

1. Can you provide an example of learning objectives for your course?
2. Can your students easily understand the learning objectives, or do they need to see it, do it or practice to understand?
3. Do you provide the outcomes in student-friendly language? Can you support their comprehension by adding **samples or models of expectations**?
4. Are rubrics or assessment tools provided at the start of the course? How are these the same or different from the ones you will cover in the project?



## 2: The Driving Question(s)

**Creating Driving Questions – the key to motivating your students to get started! They should be...**

1. Engaging for students
2. Open-ended
3. Aligned with Learning Goals

### **Types:**

- Philosophical or debateable, or an intriguing topic
- Specifying a product, task or problem to be solved
- Adding a Real-World Role for Students





# Examples of “Driving Questions”



- ▲ 1. Who is a hero and why?
- ♥ 2. How can we create a picture book about the life cycle of animals in the Pacific Northwest?
- ★ 3. How can we, as tour guides, plan a tour to show visitors our city?
- ▲ 4. When is war justified?
- ♥ 5. How can we write a historically accurate story about a person who lived in our community long ago?

- ★ 6. How can we, as financial planners, advise a client about the best ways to invest and save money?

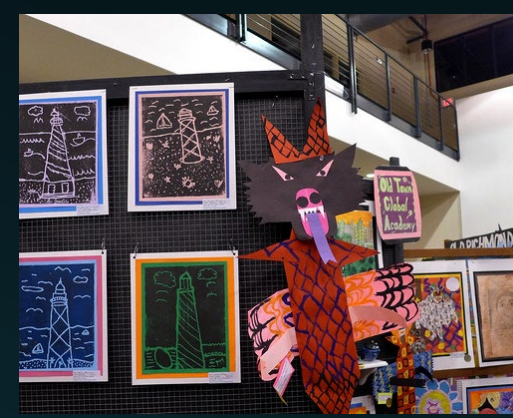
7. Is our water safe to drink? ♥ ▲

## What Types? You match!

- 1. Philosophical or debateable, or an intriguing topic ▲
- 2. Specifying a product, task or problem to be solved ♥
- 3. Adding a Real-World Role for Students ★

# Visual Arts Driving Questions

- How can art be used as a powerful tool for social change?
- How can you express personal identity through mixed media?
- How can you use visual storytelling to convey a narrative or emotion?
- How can you create a visually engaging public art installation that reflects the spirit of our community?
- How can you reinterpret a historical art movement in a contemporary context?
- How can you use color, shape, and composition to create an artwork that evokes a specific emotional response?





### 3. Product type and product description (include authenticity!)



- Inquiry needs to be sustained over time.
- Should be academically rigorous
- Inquiry is driven by student-generated questions throughout the project.
- Project involves real world tasks, tools and quality standards.
- Makes a real impact on the world and or speaks to the students' personal concerns, interests or identities.

Example: [Face your Face Project](#)  
[Article on mask exhibit/competition](#)

## 4. Student voice/choice

- Students should have opportunities to express voice and choice on important matters:
  - questions asked
  - texts and resources selected
  - people to work with
  - products to be created
  - use of time
  - organizational tasks
- Students can take significant responsibility and work independently from the teacher as is appropriate, with guidance.



How do you get Ss to manage their time?



# Task Management Log

Project Task Management Log<sup>1</sup>

**PROJECT MANAGEMENT LOG: TEAM TASKS**

Project Name:

Team Members:

Task	Who is responsible	Due Date	Status	Done

# 5. Reflection

- Students and teachers engage in thoughtful, comprehensive reflection both **DURING** the project and **AFTER** it is finished.
- Monitor what and how students learn and the project's design and management.
- Use a learning log for individuals.





# Self and peer reflection

## Journal prompts: (ONGOING)

1. What activity did you enjoy the most this week?
2. What was the most challenging?
3. What did you NOT enjoy doing? Why?
5. Did you use or apply any new knowledge this week? If yes, how?
6. What have you done to work on your goal(s) this week?
7. What, if anything, will you change about your goals next week?
8. What was your best moment this week in class?

## Peer Assessment Feedback

Please fill out the following questions for each member of your group.

My name: \_\_\_\_\_

My group members: \_\_\_\_\_

**Member 1:** \_\_\_\_\_

1. My group member participated fully throughout the project and offered opinions and suggestions.

1                      2                      3                      4                      5  
Rarely            sometimes            usually            frequently            all the time

2. My group member made an effort to contribute material (statistics, facts etc.) and helped write and add ideas to the project.

1                      2                      3                      4                      5  
Rarely            sometimes            usually            frequently            all the time

3. My group member did an equal amount of work when compared to other members of the group.

1                      2                      3                      4                      5  
Rarely            sometimes            usually            frequently            all the time

4. My group member's language was clear and easy to follow. She/he used appropriate vocabulary and grammar for the project.

1                      2                      3                      4                      5  
Rarely            sometimes            usually            frequently            all the time

**Score**    /20

Other comments? Please feel free to critique your group member to help him or her become a better in future projects. This is a learning experience and constructive criticism is useful. You may also comment on things he/she did well.

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# Self reflection (post project)

You can also use “Exit slips” for each class to get a quick feel for how students are doing.

## Self-Reflection on Project Work 1<sup>1</sup>

### SELF-REFLECTION ON PROJECTWORK

Think about what you did in this project, and how well the project went.  
Write your comments in the right column.

<b>Name:</b>	
<b>Project:</b>	
<b>Driving Question(s):</b>	
<b>List the major steps of the project:</b>	
<b>About Yourself:</b>	
<b>What is the most important thing you learned in this project:</b>	
<b>What do you wish you had spent more time on or done differently:</b>	
<b>What part of the project did you do your best work on:</b>	
<b>About the Project:</b>	
<b>What was the most enjoyable part of this project:</b>	
<b>What was the least enjoyable part of this project:</b>	
<b>How could your teacher(s) change this project to make it better next time:</b>	



## 6. Critique and Revision

- Provide students with regular, structured opportunities to give and receive feedback about the quality of their work.
- Peers, teachers and others from outside if possible.
- Students use feedback about their work to revise and improve it.



Austin's Butterfly [example](#)

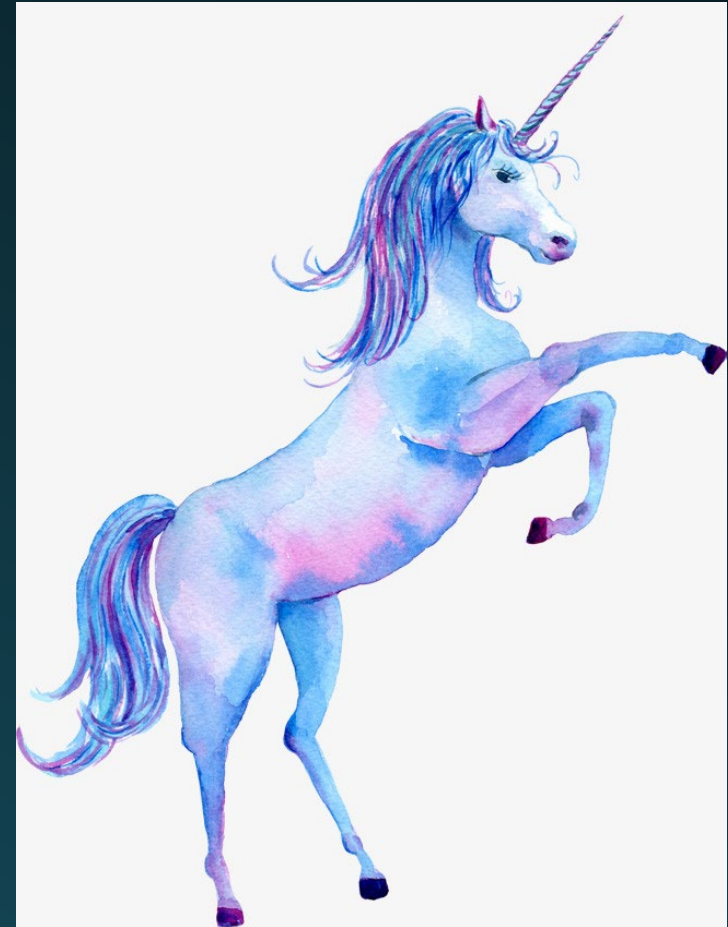
## 6. Critique and Revision

You practice! Giving and receiving feedback.

\*Remember: **Be specific, helpful & kind.**

Draw a unicorn! Get feedback from 3 people.

Revise your drawing. How does it look?





## 6. Critique and revision processes cont.

*How do you ensure that those students who struggle to meet deadlines, stay on task, stay focussed, etc. produce their best quality work?*

- Use a **project calendar** with major due dates/deadlines along the way to help.
- Have students sign **contracts/ agreements** (team and individual when needed).
- Involve **experts** (or a public audience) along the way to add in a more authentic need to be prepared! Experts (or older children/higher level students) can help with work time, or with critique and revisions.
- Be a “**Warm demander**” instructor/facilitator.

# Project Team Contract (Agreement)

Source

## PROJECT TEAM CONTRACT

Project Name:

Team members:

### Our Agreement

- We all promise to listen to each other's ideas with respect.
- We all promise to do our work as best as we can.
- We all promise to do our work on time.
- We all promise to ask for help if we need it.
- We all promise to \_\_\_\_\_

If someone on our team breaks one or more of our rules, the team may have a meeting and ask the person to follow our agreement. If the person still breaks the rules, we will ask our teacher to help find a solution.

Date: \_\_\_\_\_

Team Member Signatures:

_____	_____
_____	_____
_____	_____



# Reflection on instructor practice

The “**Warm Demander**” behaviours:

Build trust, show warmth and care for my students, learn about my students and their lives, hold and communicate high academic and cognitive standards for all my students, differentiate scaffolding to encourage and support “**productive struggle.**”

-PBL Works





# Managing Projects

A little review



# Importance of goal setting, accountability and reflection



- Help students make goals about their ability (**Needs assessment** – find out why they are in the course. Return to their goals mid point and at end of program.)
- Make learning objectives clear at start of project.
- Have students complete self-reflections and peer evaluations on each project. **Help them with the language of giving and receiving feedback.**
- Track progress – use task management log, identify roles and tasks for individuals.
- Sign team contracts.

# Project management (during)

- Teach students how to negotiate differences by doing simple **role plays with feedback and conflict resolution**
- Have mini-workshops or workstations that students can “opt in” to if needing extra help during work time.
- **Role-Alike groups** – individuals from each group work together periodically to get extra help (i.e., “tech” person learns how to edit a video; note-takers learn better abbreviations/short forms for writing, etc.)
- Formative Assessment
- **Conferencing/ coaching** is ongoing from instructor



# Group work management

Use discussion protocols  
(Guided discussions)

Ex. Charette Protocol

See also:

- Tuning Protocol
- Ladder of Feedback

CHARRETTE PROTOCOL		TIME
<b>PRESENTATION</b>	Presenter presents their project idea and driving question to a partner. The partner listens.	3 mins
<b>FRAMING QUESTION</b>	<u>Presenter</u> asks a specific question to frame the feedback. EG, "What can I make better about...?" "How can I improve...?"	1 min
<b>FEEDBACK</b>	Partner gives suggestions. <u>Presenter</u> listens. <i>Make sure your feedback is helpful, specific and kind.</i>	2 mins
<b>OPEN DISCUSSION</b>	Presenter and partner have a dialogue about the suggestions/feedback.	2 mins
TOTAL		8 mins

# 7. Determine how to make product public

- Contact assignments (surveys, interviews).
- Show work in progress to outsiders.
- Get outside help in creating products.

At the end, students can present their work to a live audience or panel, preferably with other students, staff, teachers or even parents.

- Displays can be public (i.e., in the hallway of the school, at a library or museum, etc.)
- OR they can post their work online to the world! (YouTube, etc.)



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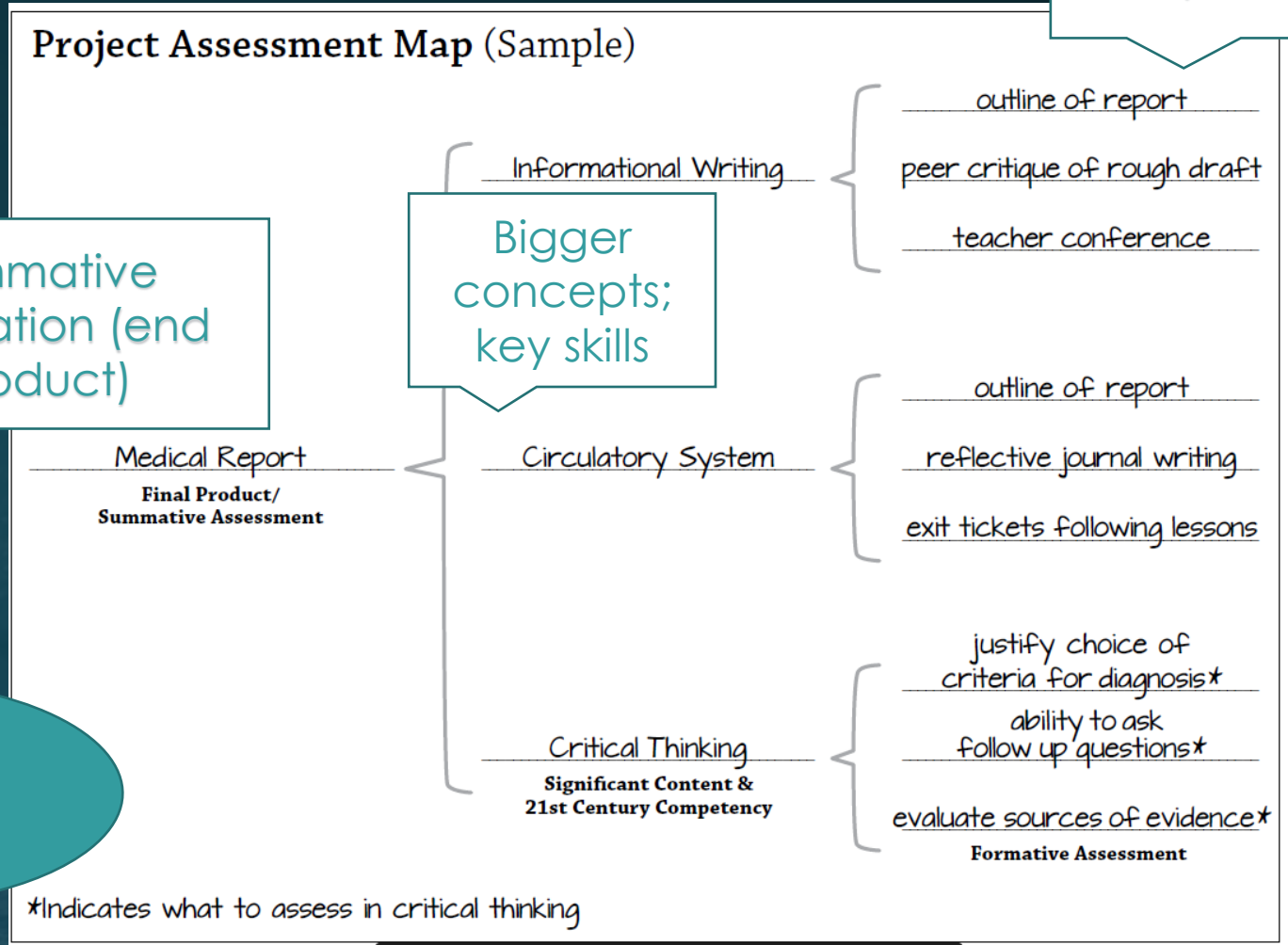




# Assessing Projects

# Project Assessment Map

Formative Tasks  
(each lead to final product)



Summative evaluation (end product)

Formative tasks should be lower stakes.

You can add your own weighting to each area, building up in % or completion of outcomes



# 8. Assessment

- Student progress can be measured against the learning outcomes on a rubric.
- You can adjust your rubric to fit your institution's grading scale.
- Numeric scales are the most prevalent, but many places also use proficiency-based grading systems too.

P R E S E N T A T I O N R U B R I C for P B L  
(for grades 9-12; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>▶ does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning</li> <li>▶ selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)</li> <li>▶ does not address alternative or opposing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>▶ presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</li> <li>▶ attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>▶ attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>▶ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)</li> <li>▶ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4)</li> <li>▶ clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4)</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>▶ does not meet requirements for what should be included in the presentation</li> <li>▶ does not have an introduction and/or conclusion</li> <li>▶ uses time poorly; the whole presentation, or a part of it, is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>▶ meets most requirements for what should be included in the presentation</li> <li>▶ has an introduction and conclusion, but they are not clear or interesting</li> <li>▶ generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li>▶ meets all requirements for what should be included in the presentation</li> <li>▶ has a clear and interesting introduction and conclusion</li> <li>▶ organizes time well; no part of the presentation is too short or too long</li> </ul>	
<b>Eyes &amp; Body</b>	<ul style="list-style-type: none"> <li>▶ does not look at audience; reads notes or slides</li> <li>▶ does not use gestures or movements</li> <li>▶ lacks poise and confidence (fidgets, slouches, appears nervous)</li> <li>▶ wears clothing inappropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>▶ makes infrequent eye contact; reads notes or slides most of the time</li> <li>▶ uses a few gestures or movements but they do not look natural</li> <li>▶ shows some poise and confidence, (only a little fidgeting or nervous movement)</li> <li>▶ makes some attempt to wear clothing appropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>▶ keeps eye contact with audience most of the time; only glances at notes or slides</li> <li>▶ uses natural gestures and movements</li> <li>▶ looks poised and confident</li> <li>▶ wears clothing appropriate for the occasion</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>▶ mumbles or speaks too quickly or slowly</li> <li>▶ speaks too softly to be understood</li> <li>▶ frequently uses "filler" words ("uh, um, so, and, like, etc.")</li> <li>▶ does not adapt speech for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>▶ speaks clearly most of the time</li> <li>▶ speaks loudly enough for the audience to hear most of the time, but may speak in a monotone</li> <li>▶ occasionally uses filler words</li> <li>▶ attempts to adapt speech for the context and task but is unsuccessful or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>▶ speaks clearly; not too quickly or slowly</li> <li>▶ speaks loudly enough for everyone to hear; changes tone and pace to maintain interest</li> <li>▶ rarely uses filler words</li> <li>▶ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6)</li> </ul>	

Proficiency-based example (competency-based)

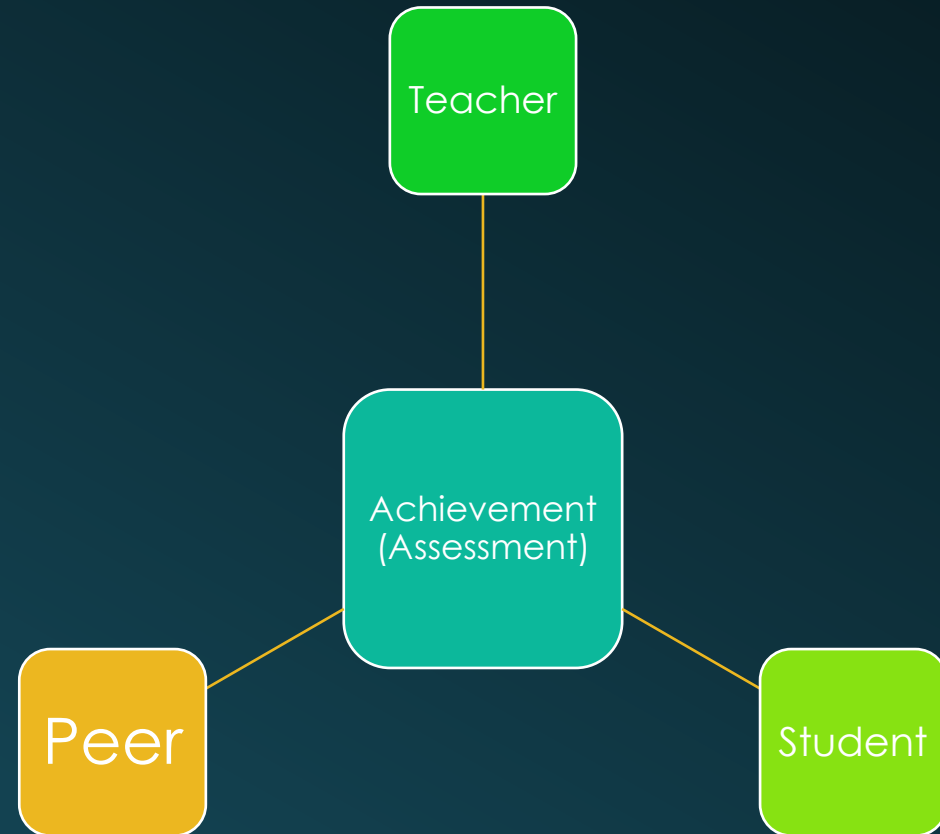
# Triangulation of Assessment

PBL should use triangulation of assessment (as in good research practices!)

Peer evaluation and self-evaluation are critical to understanding the process of learning and how this affects the outcome.

The teacher is not the only holder of knowledge.

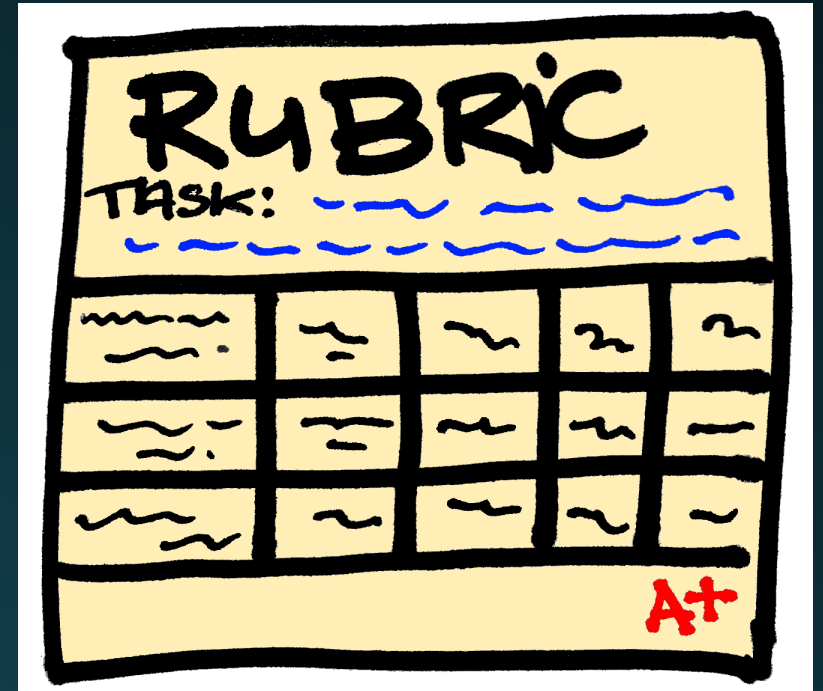
This approach also enables the teacher to be a learner and adjust future projects based on ongoing student feedback.





# Rubrics for different project types

- Rubrics use different scales.
- Suggest reviewing rubric with students after they have decided what kind of project they will do. Go over what they think would be an “excellent” and an “unsatisfactory.” Use models if available, if not, start collecting them for future use!
- If you have models, you can go one step further and get students to help CREATE the rubric! 😊





# Project Development



# Find a project and share!

- Use a laptop/device with a partner and search the website:
- <https://my.pblworks.org/projects>
- **Find ONE project sample you think is interesting. Ask me if you need help.**
- Review (read) the key features. Why did you choose this? Be prepared to share the main highlights with a small group or the class.
- Summarize with your partner & decide who will take notes and who will speak.



# Project Idea Examples for Visual Arts

- 1. Collaborative Mural:** A group of artists works together to create a large-scale mural on a public wall or within a school or community space.
- 2. Sculpture Installation:** Artists collaborate to design and construct a three-dimensional installation using various materials such as wood, metal, or found objects. The installation can be site-specific, responding to the surrounding environment or addressing a specific theme or concept.
- 3. Public Art Project:** Artists come together to create public art that engages and interacts with the community. This can include sculptures, installations, or interactive art pieces placed in public spaces, parks, or streets, inviting viewers to actively participate or reflect on the artwork.
- 4. Collaborative Performance Art:** Artists from different disciplines, such as visual arts, music, dance, and theater, collaborate to create a multidisciplinary performance piece.
- 5. Digital Art Collaboration:** Artists work together remotely or in person to create digital artworks using software, animation, or virtual reality tools. They can collaborate on a single artwork or create a series of interconnected pieces, exploring the possibilities of digital media and technology.



# Final words of advice...

- Incorporate **out of class trips** or **guest speakers** into your projects!
- Get them talking to **community** members and attempt **class exchanges** with other classes! **Surveys/contact assignments** work great!
- Incorporate a **variety of materials** – audio, visual, text, and play with new apps/technology (if you are brave)! Get the students to lead you.
- Ensure you allow ample class time to get the project end goal done. Timing is everything! Also **allow time for critique and revision**.
- **Address any conflict early with task management log and team contracts!** Check in regularly with exit slips!
- Work hard, dream big, but **have fun!** 😊





Thank you for listening!





# Resources

- Beckett, G.H. (2006). Project-based second and foreign language education: Theory, research and practice. In G.H. Beckett & P. Chamness Miller (Eds.), Project-based second and foreign language education: Past, present and future (pp. 3–16). Greenwich, CT: Information Age.
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- Willis, J. (1996). A framework for task-based learning. Harlow, UK: Longman Addison-Wesley.