

Project-Based Learning Workshop

Prepared by Cristina Petersen
Multilingual Support Services (MSS)

Time: 2 hrs

Learning 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 their own projects.

Background information (attendee knowledge)

TBA

To do before workshop:

Send PPTs and take away resources to workshop coordinator(s). Upload documents to LMS or offer digital access to materials.

Resources required:

PPT slides "Project-Based Learning Workshop"

Sample resource materials: Project Team Contract; Project Task Management log; Peer and Self-Assessment Feedback; Presentation Audience Feedback; Presentation Plan; Presentation Day Checklist; Project Assessment Map (and Sample); Self-Reflection on Teamwork (alternative); Discussion Protocols: Charette, Ladder of Feedback & Tuning Protocol

Time Frame (in minutes) 5-8	Procedures: Warm-up /Pre-Assessment Ask class who has thinks they have done a project in their class. What would they say defines it as a project? (Write answers on the board) What kind of "projects" have they done, and what differentiates that from a task? <i>Notes: Each of these art items (projects) are clearly a combination of efforts (collaborative) and would likely require more than one class and some amount of planning to coordinate materials.</i>	Notes: Potential trouble spots Timing 45 slides / approx. 2.6 mins each. Not a lot of room for questions and getting off topic. Some slides have no participation due to time limit.
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2-4	<p>Pre-Assessment/ Bridge -In Examine some images of art projects. <i>Ss discuss with a partner/small group why these images seem like “projects” (not just tasks that can be done in one class.)</i></p>	Contingencies Skip last slides on project development and students can leave with resources to check projects on their own.
4-5	<p>Introduce learning objectives/overview of workshop topics. Defining PBL – share characteristics. Projects vs tasks.</p>	Offer additional support post-workshop to answer any questions or offer more examples or elaboration of points covered.
2-4	<p><i>Ask Ss if they have any examples of a task they do/have done in their classes that might lead to something bigger?</i></p> <p>Share Essential elements of PBL. Project types and skill (from a language perspective too)</p>	
2-5	<p><i>Ask Ss to Reflect –Is the definition of PBL clear?</i></p>	
3-4	<p>Show steps for designing a project:</p> <ol style="list-style-type: none"> 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 a range of work. (Formative/summative) <p>(The workshop will elicit from Ss questions on the above points throughout the time allowed).</p>	
6-8	<p>Participatory Learning:</p> <ol style="list-style-type: none"> 1. Check example from Grade 11 Visual Arts Outcomes <i>Ask students to rewrite in student-friendly language. Share with groups. Review together. Write on board.</i> 	
3-5	<ol style="list-style-type: none"> 2. Driving Questions <i>Have students identify what kind of question type the examples are (short matching activity).</i> 	

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2-3	3. Choose product type and write product description (include authenticity!) <i>*Option to refer back to first question about projects they have done?</i>	
5-6	4. Give students voice & choice. <i>Ask Ss how they get their students to manage their time? Any tips? (before showing slide on task management log)</i>	
5-7	5. Carve out time for reflection. <i>Ask Ss to provide some sample questions to see how students are doing in class or during project. Write on the board then share slide on self and peer reflection (prompts).</i>	
15-20	6. Provide critique and revision opportunities. Watch video on Ron Berger Austin's Butterfly (embedded in PPT; link also provided; 6:30 secs). Ask for Ss reaction – what did they like about this video and approach? (They are reflecting!) <i>*If time – have them draw a unicorn and practice specific, kind and helpful feedback with a small group. Give a few examples by modelling.</i>	
3	7. Determine how to make the product public. <i>Ask if anyone has made theirs public? If yes, where, how? In person? Online?</i>	
10-15	8. Assess a range of work. <i>Share assessment map and mix of formative/summative as well as triangulation of assessment and rubric and model reminders.</i>	
15-20	Post Assessment: Have students search for a project they find interesting, share with class about why they liked it and whether they could use it or ideas from it in their own course. Exit slips: (Use post-it notes and Ss leave on board before they leave.) <i>What did you learn/like/love? What is one thing from today that you can easily use in your classes right away? Do you have any more questions or desire additional follow-up in any of the topics covered today?</i>	

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Comments/Evaluation: