PROJECT BASED LEARNING

INTRODUCTION

Getting Ready

- KWL (Know, Want to Know, Learn)
  - What do you know about Project Based Learning (PBL)?
  - What do you want to know about PBL?

- Are there any specific questions you have about Project Based Learning (PBL)?

Some background on PBL

▶ **John Dewey** initially promoted the idea of "learning by doing"

▶ ''Doing projects'' is a long-standing tradition in American education.

▶ Hands on learning

▶ Educational research has advanced this idea of teaching and learning into a methodology known as "project-based learning".

▶ PBL responds to the need for education to adapt to a changing world (21st century skills)

WARNING

- Projects and PBL are not always the same.
- PBL has specific guidelines.

Figure 4.1 Projects Versus Project Based Learning

Projects	Project Based Learning
Supplemental to a unit	The project is the unit, or a major vehicle for teaching content standards within a unit
Task is based on following directions from the teacher and is repeated year after year	Task is open-ended and involves student voice and choice; often differs from year to year
Typically done individually	Done in collaboration with a team
Done independently, often at home	Done with teacher guidance, much of it during school hours
Focused on the product; the product may even be called "the project"	The project includes a sustained inquiry process *and* the creation of a product
Not authentic to the real world or to students' lives	Authentic to the real world or to students' lives, or both

21ˢᵗ Century Skills

- In your opinions, what skills do you think are important to succeed in our world today?

21st Century Skills

Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
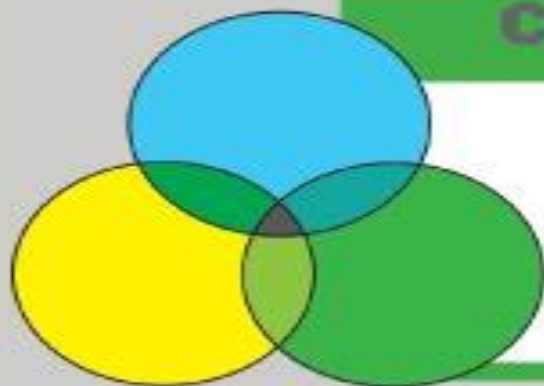- Responsiveness & Constructive Feedback

Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
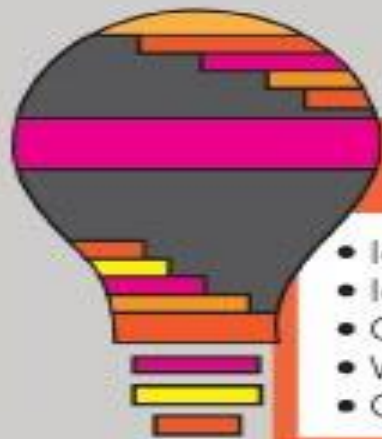- Communicating in Diverse Environments

Writing to:
- Inform
- Support an Argument With Claims
- Engage and Entertain

Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation

21st Century Skills

- Critical thinking
- Creativity
- Collaboration
- Communication
- Information literacy
- Media literacy
- Technology literacy
- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

https://www.aeseducation.com/career-readiness/what-are-21st-century-skills

For a more comprehensive list

Interpersonal skills
able to interact successfully with a wide range of people; knows how to interpret and use body language

Oral communication skills
presents information and ideas clearly and concisely, with content and style appropriate for the audience (whether one-to-one or in a group); presents opinions and ideas in an open, objective way

Public speaking skills
able to make formal presentations; presents ideas, positions and problems in an interesting way

Counseling skills
responds to what others have said in a non-judgmental way ("active listening"); builds trust and openness with others

Coaching / mentoring skills
gives feedback in a constructive way; helps others to increase their knowledge or skills

Teaching / training skills
able to help others gain knowledge and skills; able to create an effective learning environment

Supervising skills
delegates responsibilities and establishes an appropriate system of accountability; able to monitor progress and assess the quality of job performance of others

Leadership skills
motivates and empowers others to act; inspires trust and respect in others

Persuading skills
communicates effectively to justify a position or influence a decision; able to sell products or promote ideas

Negotiating skills
able to negotiate skillfully; knows how and when to make compromises

Mediation skills
able to resolve conflicts that stems from different perspectives or interests; able to deal with conflict in an open, honest and positive way

Interviewing skills
asks and responds to questions effectively; able to make others feel relaxed and to create a feeling of trust

Customer service skills
able to build a relationship of mutual trust with clients; able to handle complaints and concerns in a sensitive way

Care-giving skills
able to empathize with others; able to give sensitive care to people who are sick or elderly or who have severe disabilities

Analytical / logical thinking skills
able to draw specific conclusions from a set of general observations or from a set of specific facts; able to synthesize information and ideas

Critical thinking skills
able to review different points of view or ideas and make objective judgments; investigates all possible solutions to a problem, weighing the pros and cons

Creative thinking skills
able to generate new ideas, invent new things, create new images or designs; find new solutions to problems; able to use wit and humor effectively

Problem-solving skills
able to clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options

Decision-making skills
able to identify all possible options, weigh the pros and cons, assess feasibility and choose the most viable option

Planning skills
able to plan projects, events and programs; able to establish objectives and needs, evaluates options, chooses best option

Organizational skills
able to organize information, people or things in a systematic way; able to establish priorities and meet deadlines

Advanced writing skills
able to select, interpret, organize and synthesize key ideas; able to edit a written text to ensure that the message is as clear, concise and accurate as possible

Research skills
knows how to find and collect relevant background information; able to analyze data, summarize findings and write a report

Financial skills
able to keep accurate financial records; able to manage a budget (that is, preparing sound budgets and monitoring expenses)

Language skills
functionally bilingual; able to translate and/or interpret in a given language

Advanced computer skills
able to use a variety of software programs; knowledge about desk-top publishing or web design

Technological skills
understands technical systems and operates effectively within them; understands technical specifications; reads technical manuals with ease

Performing skills
able to make presentations for video or television in an interesting way; able to entertain, amuse and inspire an audience

Artistic skills
uses color and design creatively; able to design displays and publicity material (print, video, Internet)

Perceptual skills
able to visualize new formats and shapes; able to estimate physical space

Mechanical skills
able to install, operate and monitor the performance of equipment and mechanical devices; able to repair mechanical devices

Adaptability skills
capacity to adapt to new situations and settings and to tolerate change well; flexibility to adapt to the needs of the moment

Administrative / clerical skills
able to operate computers and other basic office equipment; able to design and maintain filing and control systems

Project Based Learning

Original PBL Flow

- 1) Entry event (Reading, Video, Story, Discussion, Pictures, etc.)
- 2) Teacher gives students a driving question (Kind of like a research question)
- 3) The students take time discussing the driving question and thinking about a project they can do
- 4) Each group chooses their own project
- 5) Students work on the project in groups
- 6) Students present their project
- 7) Students get feedback
- 8) Students present again

PBL Story

- A 10th grade group of students are preparing to send care packages to a local nursing home and senior community center.

- The students are answering the question, **"How can we help our community?"** Early in the project, youth discussed what they thought this question means and ways to answer it.

- They decided to create care packages because of recent news reports. Since then, they have interviewed elderly family members as to identify useful items, and they have done some internet searches to find what common supplies elderly individuals often need.

- They will deliver the care packages and give hand-written letters to those at the nursing home.

Introduction to PBL
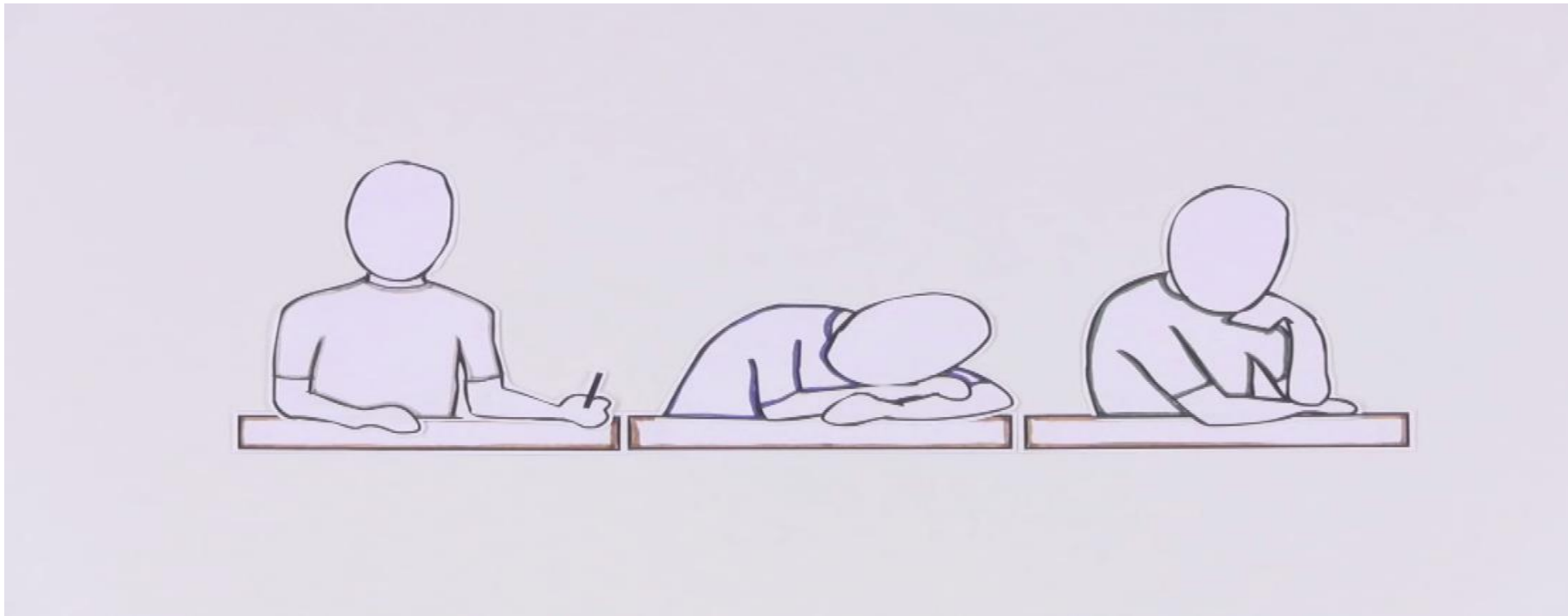
PBL in Action

E-Waste

- How can we build more sustainable smartphones?

Example

- Students watch a video, read, or see pictures about littering and trash.
- Teacher discusses with students tech trash issues and the impacts of it
- Teacher poses the following question "How can we build more sustainable smart phones?"
- The students discuss what type of project they can do(i.e. a brochure, video, etc.)
- They create it
- Get feedback
- They present/share it
- Revise
- Present again

Driving Questions

Question	Targeted problem
In what ways…	Is the problem happening?
How…	Is the problem getting worse? the problem be made better?
Why…	do A & B differ?
What is contributing to…	the problem?
What is being done to resolve/ address…	

Education in the 21st Century

▶ The old-school model of **passively learning facts and reciting them** out of context is **no longer sufficient** to prepare students to survive in today's world.

▶ Addressing real-world issues or problems requires that students have both **fundamental skills** (reading, writing, and math) and **21st century skills** (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools).

What is project based learning?

▶ Project-based learning if founded in the beliefs that students learn best by **experiencing** and **dealing with real-world issues** that are meaningful to them **.**

"One of the major advantages of project work is that it makes school more like real life. It's an in-depth investigation of a real-world topic worthy of children's attention and effort."

-EDUCATION RESEARCHER SYLVIA CHARD

What does PBL involve?

▶ students focus on **real-world** meaningful issues and problem solving

▶ **researching** things on their own

▶ **skills** that transfer outside of the classroom (i.e. Critical thinking, Collaboration, Cooperation, Creativity)

▶ increased **student control** over his or her learning

▶ teachers serving as **coaches and facilitators** of inquiry and reflection

▶ students working in **pairs or groups**

(Barron & Darling-Hammond, 2008; Thomas, 2000)

Research Findings

▶ PBL vs. Traditional instruction

- ▶ PBL increases long-term retention of content, **helps students perform as well as or better than traditional learners** in **high-stakes tests,** improves problem-solving and collaboration skills, and improves students' attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

- ▶ Schools where PBL is practiced find a **decline in absenteeism**, **an increase in cooperative learning skills,** and **improvement in student achievement**. When technology is used to promote critical thinking and communication, these benefits are enhanced.

Reflection

▶ Positive and negative points of PBL?

▶ Challenges you face?

▶ Additional questions?

Project Based Learning

PBL EXPERIENCE/ INSIPP

Revised PBL

BORROWING PRINCIPLES

Original PBL Flow

- ▶ 1) Entry event (Reading, Video, Story, Discussion, Pictures, etc.)
- ▶ 2) Teacher gives students a driving question (Kind of like a research question)
- ▶ 3) The students take time discussing the driving question and thinking about a project they can do
- ▶ 4) Each group chooses their own project
- ▶ 5) Students work on the project in groups
- ▶ 6) Students present their project
- ▶ 7) Students get feedback
- ▶ 8) Students present again

PBL Lesson Example

▶ Students watch a video, read, or see pictures about global warming.

▶ Teacher discusses the topic with students

▶ Teacher puts the driving question on the board " What daily actions of humans are contributing most to global warming?" (students discuss & research)

▶ Teacher then asks students to think about " what can your group do to raise other students' awareness of this trash issue?"

▶ Some groups choose a video, some choose a poster, one groups chooses brochure

▶ They create it

▶ They present/share it

▶ They get feedback and revise

▶ Present again

The InSipp flow

- **In**troduce the topic
  - Generate interest
  - Activate background knowledge
  - Make the topic relevant and relatable to students
- **S**urvey activity (4-3-2)
- **I**nput of content and/or language
- **P**roject based on the topic
- **P**resentation of the project

General Revised PBL Framework
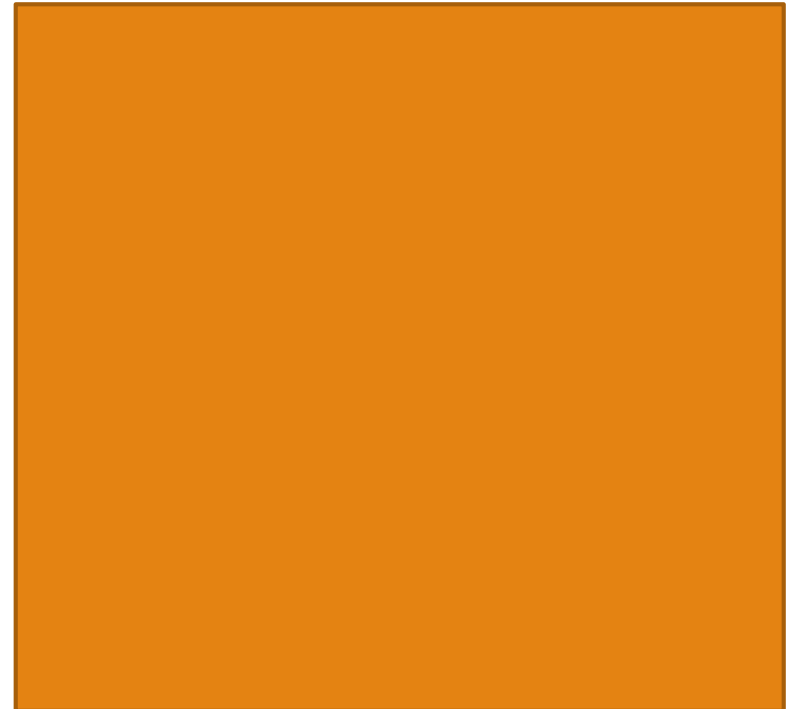
- Entry event (pictures, video, listening, reading, etc.)
  - Discussion of the topic & problem that will be focused on
  - Relate/ connect to students lives
- Teacher provides input about the topic or issue
- Teacher gives the students a project to do related to the issues discussed
- Students work on the project in groups
- Students present the project

Revised PBL Walkthrough

Teacher's job - Walkthrough

TOPIC: Technology

▶ What is a problem or issue related to the topic that is relevant and relatable to my students?

▶ What kind of project can students do to address the problem?

▶ How will they present it?

▶ How will it be assessed?

Project ideas

Design

- a new product
- a new way of doing something
- a better something (menu, phone, etc.)

Make/ Create

- a plan/ schedule
- a poster
- a storybook
- a brochure
- an advertisement
- a video
- a play/ drama

Build

- a model
- a structure

Write
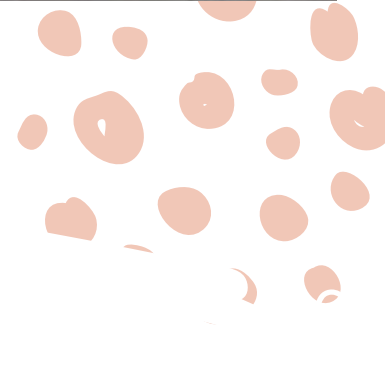
- a letter
- a poem
- a short story
- a speech
- an essay

Prepare

- To debate
- To be a panel member
- To teach a lesson
- To counsel others
- A photo essay

Conduct

- A mini research project

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Do You wanna see 'AURORA'?

ICELAND
By Car

< Contents >
* Aurora
* Local spa
* Mother nature
* Glacier Cave tour
* free korean food & Alcohol

*we recommend
i) Swimwear for spa
ii) sun car product / sunglass
iii) 220v plug

- Length = 7 days
- Accommodations = Air B&B (being local)
- Price = $4000
- Group size = 5~7
- Meals = ...

Ἑλληνικός Μύθος
Greece's Story

Highlights

- Visit temples, local villages, volcanoes, and santorini
- Shop at traditional markets
- Swim, drive, and soak hot springs

Length: 7 days
Accommodations: five-star hotels
Meal: included
Group size: 8-10
Price: ₩1,500.000

Tel: 010-1234-5678
www.greecestory.com

Time & Schedule	Day 1 (Sun)	Day 2 (Mon)	Day 3 (Tue)	Day 4 (Wed)	Day 5 (Thurs)	Day 6 (Fri)	Day 7 (Sat)

DUBAI

Welcome to a New World

★ See the beautiful night view at "Burj Khalifa"
★ Explore the Desert
★ Ride a Water Taxi "Abra"
★ Maldives
★ Seven Stars Hotel

Length : 7 days
Meals : Case by Case!
Group size : 10

Student created videos (UCC)

How will it be presented?

▶ As a presentation in front of the class

▶ A performance

▶ As a video

▶ Group to group

▶ Roundtable

▶ Panel

▶ Jigsaw

▶ Gallery walk

▶ Rotation fair (my favorite)

TIP:(graphic organizer for audience)

General Topics from Textbooks

- What are some general topics of themes that you cover in your classes or that are in the textbooks you use?

- What is a problem or issue related to the topic that is relevant and relatable to my students?

- What kind of project can students do to address the problem?

- How will they present it?

- How will it be assessed?

- Food
- Travel
- Health & Beauty
- Other?

TIP:
Think about issues in your school, community, current events, student's lives and interests.

Assessment in PBL Lessons

Performative

- This assessment measures how well students apply their knowledge, skills, and abilities to authentic problems.

When to assess…

- The process

- The product

- The presentation

- As a whole

Analytic Vs. Holistic Rubrics

- **Analytic rubrics** list the criteria for an assignment and describe these criteria in varying levels of quality.

- A **holistic rubric** describes the attributes of each grade or level. It gives an overall score rather than breaking things down and scoring each criteria.
  - Most student work will likely fit into more than one category for different criteria. The scorer must choose the grade that best fits the student performance.

Analytic Rubric Sample

	Exceptional *3 Points*	Satisfactory *2 Points*	Needs Work *1 Points*
Factual Information	All information presented was factually correct.	Most information about the state was correct, but there were 1-3 major errors.	Little to no correct information was presented on the state.
Use of a Visual	Visual was eye-catching and interesting. It enhanced the presentation.	Visual was relevant to the presentation, but did not grab the audience's interest.	Visual did not enhance the presentation or was missing.
Speaking for a Presentation	Excellent oral delivery! Maintained eye contact with members of the audience throughout most of the presentation. Spoke clearly and loudly enough to be heard. Presentation was interesting and engaging for the audience.	Student did at least two of the following: made eye contact, spoke loudly and clearly, delivered an easy-to-follow presentation.	Student did at least two of the following: made little to no eye contact, had poor diction, or spoke at a low volume.

Holistic Rubric Sample

	Exceptional *3 Points*	Satisfactory *2 Points*	Needs Work *0 Points*
	All information presented was factually correct. The visual was eye-catching and interesting and it enhanced the presentation. Student maintained eye contact with members of the audience throughout most of the presentation. He/she spoke clearly and loudly enough to be heard. Presentation was interesting and engaging for the audience.	Most information about the state was correct, but there were 1-3 major errors. The visual was relevant to the presentation, but did not grab the audience's interest. Student made eye contact, student spoke loudly and clearly, and/or presentation was easy to follow.	Little to no correct information was presented on the state. The visual did not enhance the presentation or was missing. Student made little to no eye contact, had poor diction, and/or spoke at a low volume.

When to assess…

- During the process?
  - What can be assessed?

- The product?
  - What can be assessed?

- The presentation
  - What can be assessed?

What can be assessed?

In the process

- Collaboration
- Participation
- Use of L2

The product

- Language accuracy
- Organization
- Design
- Creativity
- Overall quality

The presentation

- Comprehensibility
- Accuracy
- Organization/Flow

Blank Rubric

Criteria	4	3	2	1	Student's Score

Wording

- Always
- Often
- Sometimes
- Rarely
- Never

- Above expectations/ requirements
- Meets expectations/ requirements
- Does not meet expectations/ requirements

- Excellent
- Very good
- Satisfactory
- Less than satisfactory

- Exceptional
- Satisfactory
- Needs work

- High level
- Satisfactory level
- Low level

- Less than/ more than x number of something

5	4	3	2	1
Always	Often	Sometimes	Rarely	Never
Above		Meets		Does not meet
Excellent	Very good	Satisfactory	Less than satisfactory	Poor
Exceptional		Satisfactory		Needs work
High level		Satisfactory level		Low level
Less that 3 mistakes		3-5 mistakes		More than 5 mistakes
More than 5 times		3-5 times		Less than 3 times

Keys to Successful Projects

Key 1: Meaningful projects

- Many students find schoolwork meaningless because they don't perceive a need to know what they're being taught. Students must perceive the work as personally meaningful. (Relevant, Relatable, Interesting)

Key 2: Student-centered

▶ Don't be over controlling

▶ Let students work things out by themselves. (planning, finding information, etc.)

▶ From guide to Facilitator

Less Us, More Them
Creating student-centered contexts for learning

"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."
— Seymour Papert

Key 3: Time (Enough but not too much)

▶ It is important to give students enough time to generate and share their ideas with one another. However, without any time constraints learners may have a hard time getting things done. Monitor time closely and adjust the time as needed by learners.

Key 4: Sharing

▶ When students know that the work they are creating in a project will be shared they usually put more effort into things as their pride is at stake. Projects can be shared in may different ways, varying the ways in which projects are shared can add diversity to the process.

Sample Projects

Critical Thinking

▶ UNIT: The Community

　　▶ 1. Choose a name for your city (in groups of 4)

　　▶ 2. Make a list of important places in the city and put them in alphabetical order

　　▶ 3. Make a map of your city and mark where the important places are

Critical Thinking

- UNIT: Jobs

  - 1. Each group will get a job card

  - 2. Individually make a job advertisement for that job

  - 3. You should include a job description , salary (based on real world information)and the types of people you want to recruit.

  - 4. Share your job advertisement individually in front of the class

Project

DESIGNING PROJECTS FOR YOUR CLASSROOMS

Project

▶ With your group choose 2 chapters from a public-school textbook of your choice. Create a project for the chapters following PBL guidelines. Think about:

   ▶ What is a problem or issue related to the topic that is relevant and relatable to my students?

   ▶ What kind of project can students do to address the problem?

   ▶ How will they present it?

   ▶ How will it be assessed?

You will share your PBL lessons in a PBL fair and receive comments and feedback from your peers and professor

Things to ask yourself

- ▶ Is the problem/ issue you are presenting relevant, relatable, and interesting to the students?

    - ▶ How can you make them feel personally connected to the issue are presenting?

- ▶ Are students going to be interested in the project you have selected?
- ▶ How long will each stage of the lesson take?
- ▶ How long will you give them to complete the project?

Project

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TIP:(graphic organizer for audience)

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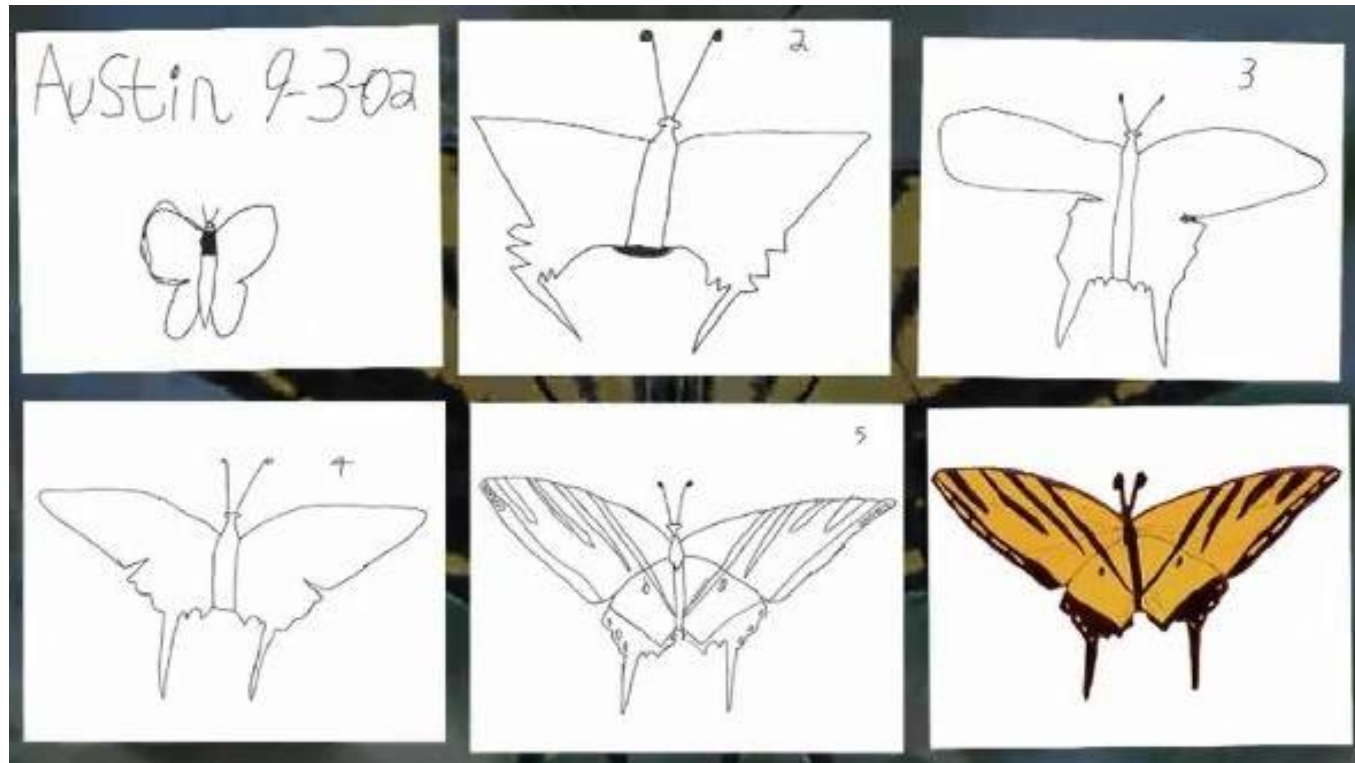- Creativity
- Overall quality

The presentation

- Comprehensibility
- Accuracy
- Organization/Flow

Project Fair

PRESENTATIONS AND FEEDBACK

Austin's Butterfly

Revisions

- Reflecting on your project

- Redrafting your original design

- Refining your project

- Building Excellence in Student Work (Austin's Butterfly)

Final Reflection

PRACTICALITY OF IMPLEMENTATION

Reflection

▶ How can teachers implement PBL in English language classrooms in South Korea?

  ▶ How practical do you think PBL is in the Korean context (very practical, somewhat practical, not practical)? Why?

  ▶ What are some of the possible difficulties with using PBL in your classroom?

  ▶ How could these difficulties be resolved?

Thank you and good luck!

▶ **Professor George E.K. Whitehead**

    ▶ Dept. of ELT Chair

    ▶ Hankuk University of Foreign Studies (Graduate School of TESOL)

    ▶ http://tesolgs.hufs.ac.kr/

▶ Email: gekw@hufs.ac.kr

▶ Facebook group: https://www.facebook.com/groups/ELEsouthkorea

▶ Homepage: profgwhitehead.weebly.com

Useful Websites

- www.bie.org

- http://www.leadingpbl.org/w/page/24328306/PBL%20Gallery

- https://21centuryedtech.wordpress.com/2013/09/15/the-pbl-super-highway-over-45-links-to-great-project-based-learning/

- http://www.elltoolbox.com/pbl.html

- http://www.mrsoshouse.com/pbl/pblin.html

Appendices

Project Types

▶ **Solving a Real-World Problem (Investigating a problem and presenting solutions)**

▶ **Meeting a Design Challenge (Presenting a plan)**

▶ **Exploring an Abstract Question (Presenting deep thoughts)**

▶ **Conducting an Investigation (Investigating and reporting)**

▶ **Taking a Position on an Issue (Debating, discussing, speech)**

Solving a real-world problem

- Students investigate a problem at their school, in their community, in the wider world, or one modeled after problems faced by people on the job or professionals in a particular discipline.

- How can the lunch menu at our school be improved?
  - Design a better lunch meal plan at our school for the month of July.

- What can we as educators do to promote 21st century skills in our classrooms?
  - Propose 4 ways to help promote 21st century skills in out classrooms.

Meeting a design challenge

- This is a broad category that could range from developing a proposal or plan, to actually creating or constructing something.

- How can we raise funds to help people in need?

  - Design a plan to help raise funds

- How can we create a website that encourages others to read the books we like?

  - Design a plan for a website than can help encourage others to read the books we like.

Exploring an Abstract question

▶ In this kind of project, students are not focused on a concrete problem or product, but rather on abstract ideas and concepts.

▶ What is a healthy diet?

▶ Students plan and conduct an awareness-raising campaign about nutrition in their community.

▶ Why do people move?

▶ Students read stories and compare national and local data, then produce videos that answer the driving question with examples from their community.

Conducting an investigation

▶ This kind of project involves students in answering a question that requires research, data collection, and analysis.

▶ How good is the drinking water in our town?

  ▶ Students conduct experiments, do field work, and interview experts to prepare a presentation to the community.

▶ Did birds evolve from dinosaurs?

  ▶ Students act as teams of scientists weighing the evidence in a panel discussion and written report.
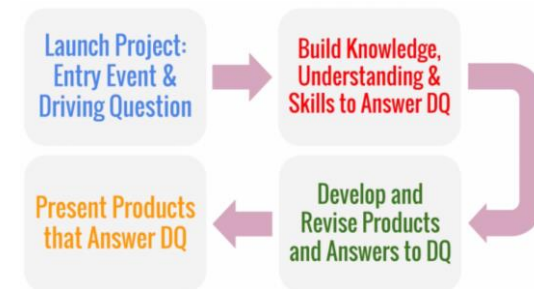
Taking position on an issue

▶ Students in this type of project study a controversial or debatable issue, gather evidence, and make an argument.

▶ Should Korea accept more immigrants into the country?

  ▶ Students read various articles and watch various new reports about the issue to learn about immigration in the country. Students think about the pros and cons of increased immigration and present their views in the form of a moving debate.

▶ Are GMO foods harmful or beneficial?

  ▶ Students evaluate the evidence on both sides and present their positions in a panel format.

Driving Questions

Creating a project

▶ 1) Entry event (Reading, Video, Story, Discussion, Pictures, etc.)

▶ 2) Driving question

▶ 3) Discussing ways to address driving questions

▶ 4) Choosing project

▶ 5) Working on projects n groups

▶ 6) Feedback and revision

▶ 7) Present/ share

Launch Project: Entry Event & Driving Question → Build Knowledge, Understanding & Skills to Answer DQ → Develop and Revise Products and Answers to DQ → Present Products that Answer DQ

Information from BIE's *PBL 101 Workbook*

Connecting

- Creating a project around a topic or entry event that is relevant, relatable and interesting for students.

  - Entry events can include: Readings, Videos, Audio, Discussion, Dialogue etc.

- In order to generate interest and make a connection to learners, the teacher can create a story, situation, or event. (TIP: it doesn't have to be real! But it needs to fish their attention ^^)

You are working for a company and have been assigned the task of introducing Korean culture to new foreign employees.

Example

- Students watch a video, read, or see pictures about littering and trash.
- Teacher discusses with students trash issues in Korea
- Teacher poses the following question " what can our class do to raise other students awareness of this trash issue?"
- The students discuss what type of project they can do(i.e. a brochure, video, etc.)
- They create it
- Get feedback
- They present/share it
- Revise
- Present again

Driving questions

- A driving question is a question that sparks students' curiosity and motivates them to engage in activities to find the answer.

- It should make students say something like "hmm.. I don't know the answer to that. Let's find out!"

- Driving questions outline the issue/problem that will be focused on.

Driving questions

► To be effective, a driving question should be:

► (1) engaging for students

  ► Relevant, relatable, interesting

  ► Easy for students to understand

► (2) open-ended

  ► It has several possible "right answers."

  ► The answer will be original; it is not "Google-able" by students.

  ► The answer is complex and requires in-depth research and investigation.

► (3) aligned with learning goals.

  ► Students will need to research and learn to answer the question and develop and use certain skills in the process.

Good and Bad Driving Questions

▶ What are some problems with English education in Korea?

▶ How can English education be made better in Korea?

▶ What is global warming?

▶ In what ways are humans contributing to global warming?

> Checklist:
> 1. Engaging for students
> 2. Open-ended
> 3. Aligned with learning goals

▶ What are some good points about technology in school?

▶ In what ways can smartphones help students learn English?

▶ How do the habits of healthy people differ from the habits of unhealthy people?

▶ What habits do healthy people have?

Driving Questions

Question	Targeted problem
In what ways…	Is the problem happening?
How…	Is the problem getting worse?
	the problem be made better?
Why…	do A & B differ?
What is contributing to…	
What is being done to resolve/ address…	the problem?

Project Design Questions

Question	Who	Action	For what purpose?	Targeted problem
What	I	do	to fix	
	students	make	to contribute to	
	citizens	create	to raise awareness of	targeted problem?
How can	teachers	design	to help	
	our class	produce	to help improve	
	our school	build		

Project task ideas (try to think of more)

- **Design**
  - A new product
  - A new way of doing something
  - A better something (menu, phone, etc.)
- **Make/ Create**
  - A plan
  - A poster
  - A storybook
  - A brochure
  - An advertisement
  - A video
  - A play/ drama

- **Build**
  - A model
  - A structure
- **Write**
  - A letter
  - A poem
  - A short story
  - A book
  - A speech
  - Rewrite something

- **Prepare**
  - To present your ideas
  - To debate
  - To teach a lesson

General Topics from Textbooks

- What are some general topics of themes that you cover in your classes or that are in the textbooks you use?

- The environment

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Connection and Driving Questions

For the following topics what connections to the real world can you make that would be relevant, relatable and interesting for your learners? (TIP: remember you can make a story or situation)

- The Environment
- Food
- Travel
- Health & Beauty

What driving questions would you use to?

What project design question/ questions would you use?

TIP:
Think about issues in your school, community, current events, student's lives and interests.

Checklist:
1. Engaging for students
2. Open-ended
3. Aligned with learning goals

Project task ideas (try to think of more)

- **Design**
  - A new product
  - A new way of doing something
  - A better something (menu, phone, etc.)
- **Make/ Create**
  - A plan
  - A poster
  - A storybook
  - A brochure
  - An advertisement
  - A video
  - A play/ drama

- **Build**
  - A model
  - A structure
- **Write**
  - A letter
  - A poem
  - A short story
  - A book
  - A speech
  - Rewrite something

- **Prepare**
  - To present your ideas
  - To debate
  - To teach a lesson

How will it be presented?

- As a presentation in front of the class
- A performance
- As a video
- Group to group
- Roundtable
- Panel
- Jigsaw
- Rotation fair (my favorite)

TIP:(graphic organizer for audience)