

# Project-Based Learning

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**Link to Agenda:**

# Outline of Conversation

- A. Brief introduction: What is meant by PBL
- B. PBL Empowers
- C. PBL Unit as a Connecting Thread
- D. Virtual Sustained Inquiry
- E. Involving Community Partners
- F. Barriers
- G. Final Thoughts and Open Discussion



What does Project-Based Learning mean to you?

“These are not projects where students simply apply what they have learned from traditional instruction. It is “main course” Project Based Learning where students ***learn the material from completing the project.*** A ‘main course’ project: Is intended to teach significant content, requires critical thinking, problem solving, collaboration, and various forms of communication, requires inquiry as part of the process of learning and creating something new, is organized around an open-ended driving question, creates a need to know essential content and skills, allows some degree of student voice and choice, includes processes for revision and reflection, involves a public audience.”

*--Main Course Not Dessert; by John Larmer and John R. Mergendoller, PBL Works 2010*

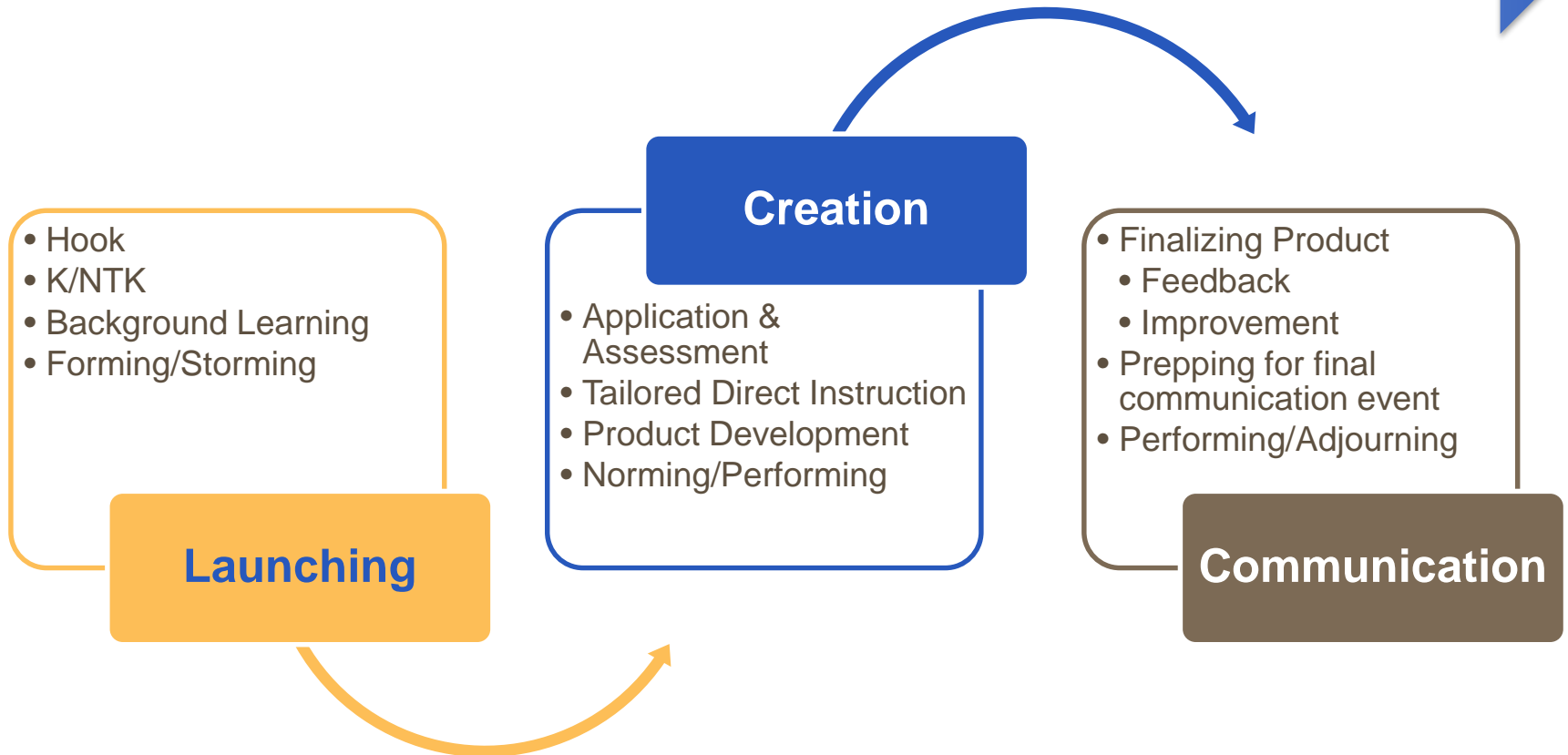
# Powerful PBL Practices



## SREB's Approach to Project-Based Learning

# A Typical PBL Flow

Increasing Student Autonomy



# PBL Empowers



# Example: Pandemic Product

You are a Teen entrepreneur looking to solve a local problem facing your community relating to this recent pandemic while also make some money for you and your family. You are faced with determining a problem relating to the pandemic and develop a product you can sell that solves the problem.

You will interview local community members about their experience with the pandemic and use these to determine your problem to solve and use the design process to develop a marketable product. You will also develop a flowchart for a process to mass produce your product and possible equipment you would need. You will present your final solution to potential investors through a Tradeshow style presentation or YouTube-style commercial.



# A Connected Learning Experience



## Asynchronous

- Independent
- Practice
- Application
- Assessment

PBL Unit of Study

## Synchronous

- With Teacher
- Direct Instruction
- Guided Collaboration
- Guided Application
- Assessment

- Provides the why for the asynchronous work
- Increases student engagement in the process
- Increased student engagement = increased student effort
- Increased student effort = increased learning

# Virtual Sustained Inquiry



Re-think the how, when and why of direct instruction

## **Synchronous** time for:

- Guided collaboration
- Whole group questioning
- Whole group sharing of learning and process
- Scheduled meetings with teams

## **Asynchronous** time for:

- Reading and research
- Viewing direct instruction needed for next phase of the PBL
- Independent Collaboration

# Example

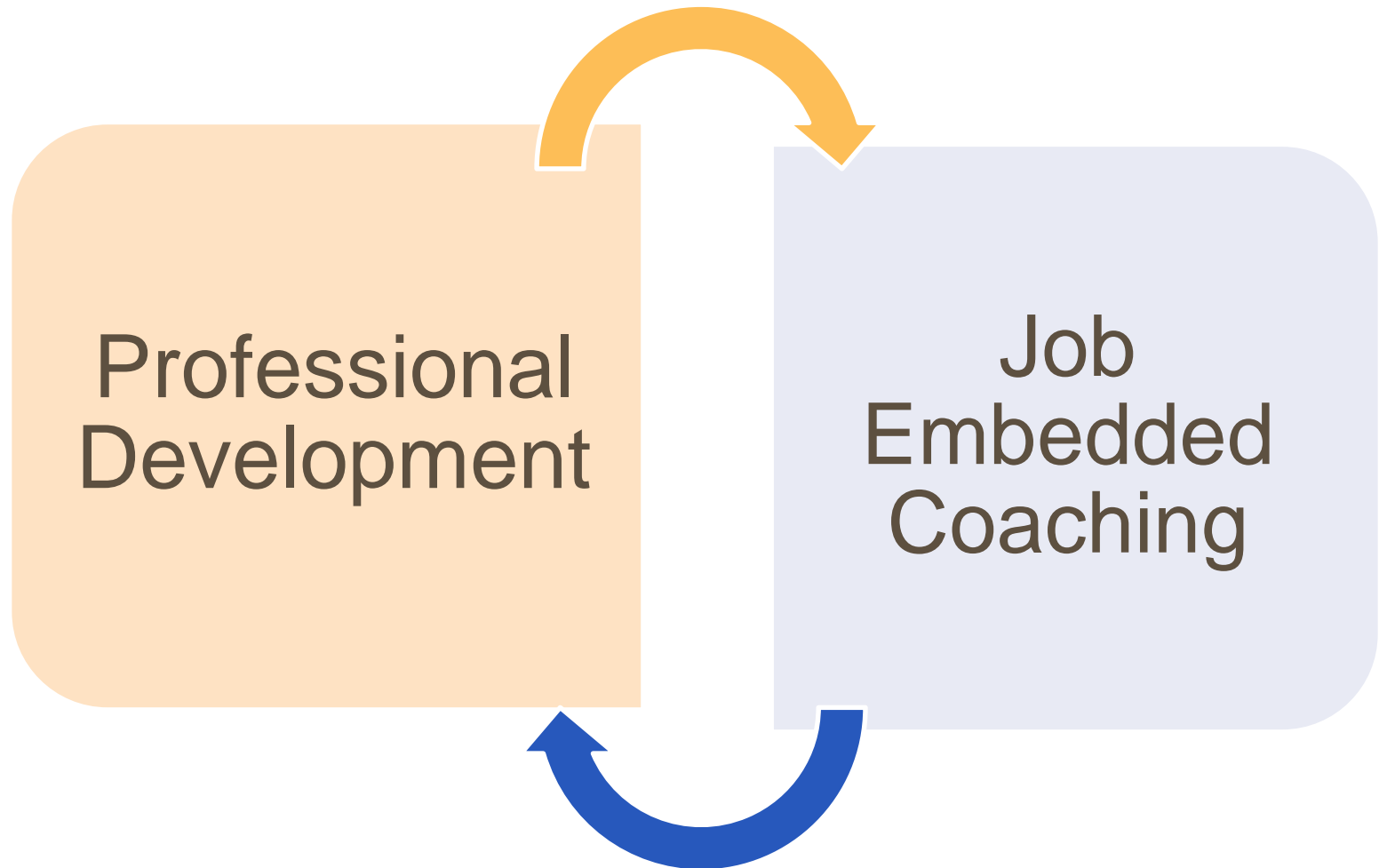
Class Live Session (75 min sessions)	Asynchronous work after class meeting
<p><b>Session 1</b></p> <p>Project Launch - see project plan (google classroom note - have added a color-coded system for students to highlight important information. This can be turned into an assignment on Google Classroom).</p> <p>If you haven't already in the class, set up the digital notebook you plan to use. Remember that there <u>is</u> a rubric and a checklist for notebooks linked <u>on</u> the PBL document.</p> <p>If you have already started the notebook, have them start their K/NTK.</p> <ul style="list-style-type: none"><li>• The <a href="#">K/NTK chart</a> can be turned into a google classroom assignment.</li><li>• Students independently fill out the K and NTK columns. Then determine groups where each student in a group will read a <a href="#">different article from this selection</a></li><li>• Students read <u>article</u> and take notes in the L column on the K/NTK chart. Direct them to read the article to pull out an answer to their question, or important information for the project.</li></ul>	<p>Have students sign up for Scratch</p> <p>Goal: Students need to see what is possible on Scratch and get excited about doing their own game.</p> <p>Have them choose three games to play, play them, and take notes for ideas of what they liked about the game using the <a href="#">Game Graphic Organizer</a></p> <ul style="list-style-type: none"><li>• <a href="#">This lesson plan</a> had possible links to games if students need a place to start.</li></ul> <p>If possible, it would be good for students to <a href="#">watch this video</a> that introduces the video game design process; however, I don't think they need it for this project. If they do watch it on their one, perhaps have them respond to a discussion question on the class stream such as, "What is one important thing to remember when designing your first game?"</p>

# Use of Community Partners



- Co-planners with the teachers – develop authentic problems and relevant content
- Mentoring students through a PBL by providing feedback
- Authentic Audience for students to present their work

# How does this happen?

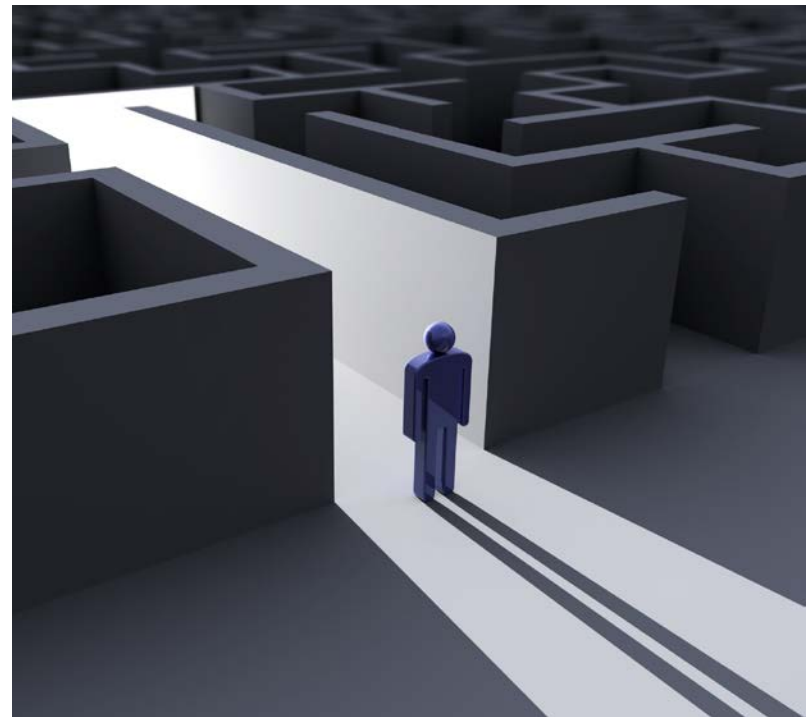


# Barriers

Shift in Practice

Time

Access to Technology



# Thank you



Questions? Thoughts?

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# Project-Based Learning Southern Legislative Conference Webinar

**Action Agenda**  
October 7, 2020

## Session Goal:

Learn how to use project-based learning as a meaningful framework for students learn content, develop skills and connect the classroom with life beyond school whether in a face-to-face context, blended, or fully virtual school model.

## Session Objectives:

### Participants will:

- Learn how project-based learning can provide a connected framework for delivering virtual instruction.
- Learn ways instruction can be shifted to embrace a sustained inquiry model of instruction.
- Discuss challenges and barriers for fully implementing Project-Based Learning.

## Facilitator Contact Information

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<https://www.sreb.org/project-based-learning>

## Action Agenda

### PPT Slides

Section	Description and Linked Resources
1	<b>Welcome</b> <ul style="list-style-type: none"><li>• Conversation Outline</li><li>• Big Ideas</li></ul>
2	<b>Project-Based Learning Framework</b> <ul style="list-style-type: none"><li>• <a href="#">SREB's Powerful PBL Practices</a><ul style="list-style-type: none"><li>○ <a href="#">SREB PBL YouTube playlist</a></li><li>○ <a href="#">SREB PBL Information</a></li><li>○ <a href="#">SREB Google Site</a> – to support teachers planning PBL units</li></ul></li><li>• A Typical Flow</li><li>• PBL as an empowering force: Example – <a href="#">Pandemic Product</a></li><li>• Connecting Asynchronous and Synchronous Learning</li></ul>



Section	Description and Linked Resources
	<p><b>Further Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Main Course vs Dessert Article</a></li> <li>• <a href="#">High Quality PBL Framework</a></li> <li>• <a href="#">Preparing Students for a Project-Based World</a></li> <li>• <a href="#">Video: Building Blocks of PBL</a> – Examples in English, Science/History, and Math classes</li> </ul> <p><b>Question to Consider:</b> How might a focus on Project-Based Learning connect learning to economic outcomes in your state?</p>
3	<p><b>Sustained Inquiry in a Virtual Setting</b></p> <ul style="list-style-type: none"> <li>• Shift the use of Synchronous and Asynchronous time from direct instruction to guided collaboration</li> <li>• <a href="#">Planning Example: Coding for Fun</a></li> </ul> <p><b>Further Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Put Understanding First</a></li> <li>• <a href="#">You Do, We Do, I Do: A Strategy for Productive Struggle</a></li> <li>• <a href="#">A PBL Culture of Thinking: Routines</a></li> <li>• <a href="#">Video: SREB PBL – Sustained Inquiry</a> (High School – CTE Example)</li> <li>• <a href="#">Video: Inquiry-Based Learning from Teacher-Guided to Student Driven</a> (Elementary Example)</li> </ul> <p><b>Question to Consider:</b> What conditions would encourage teachers to shift to an inquiry approach to teaching and learning? What professional learning would your teachers need to make this shift?</p>
4	<p><b>Use of Community Partners</b></p> <ul style="list-style-type: none"> <li>• Co-planners</li> <li>• Mentors</li> <li>• Authentic Audience</li> </ul> <p><b>Further Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How to Find Experts for You Next PBL Unit</a></li> <li>• <a href="#">Community Partners and Project-Based Learning</a></li> <li>• <a href="#">School &amp; Community Partnerships Showcase the Power of Real-World PBL</a></li> <li>• <a href="#">Video: SREB PBL – Community Partners</a> (High School – CTE Example)</li> </ul> <p><b>Questions to Consider:</b> How might you be able to connect community partners with teachers and schools? What are local problems that could use a “fresh perspective”?</p>
6	<p><b>How does Happen?</b></p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Job Embedded Coaching</li> <li>• Barriers</li> </ul>

Section	Description and Linked Resources
	<p><b>Question to Consider:</b> What is the vision for teaching and learning in your schools? What might be next steps to achieve that vision? How might PBL support that vision?</p>

Quote from, “Main Course Not Dessert”; by John Larmer and John R. Mergendoller, PBL Works, 2010

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